

1. COGNITIVE EXPLORATION OF LANGUAGE AND LINGUISTICS

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COGNITIVE ASPECT IN EXPLORATION OF ENGLISH APHORISMS

The presentation concerns with the study of cognitive-communicative potential of English aphorisms. An analysis of value-labelled utterances (e.g. aphorisms) is an important element of the conceptual analysis as they convey common sense through the words of their author. So an aphorism is an intersection area of individual and common to all mankind knowledge about the world.

From the standpoint of functional approach a concept is regarded as a dynamic substance: both a process and a result of giving a meaning to a language sign in the situation of communication. Discourse is the only medium where concept can exist. A certain type of discourse forms a specific conceptual system which represents an individual mental-informative portrait of the discourse. Being a cross-discursive phenomenon, aphorism has a wide conceptual sphere with a special structural organization possessing specific features when used in different discourses. *A cynic is a man who knows the price of everything but the value of nothing. Oscar Wilde.* *A dwarf standing on the shoulders of a giant may see farther than a giant himself. Samuel Taylor Coleridge.* – fiction. *Buddhism is not a creed, it is a doubt. Gilbert K. Chesterton* – religious discourse. *Democracy means government by the uneducated, while aristocracy means government by the badly educated. Gilbert K. Chesterton* – political discourse. And the first known aphorism by Hippocrates *Life is short, Art long* is from medical discourse by origin. A concept or its field displays a certain cognitive-semantic selectivity in its actualization in various discursive formations. The conceptual system of aphorism is believed to comprise mainly the fields of the concepts: LIFE / DEATH, HAPPINESS / MISERY, WISDOM, VIRTUE / VICE, LOVE / HATE, MAN / WOMAN, WAR / PEACE, SUCCESS / FAILURE, WEALTH / POVERTY, LAW, POLITICS, HEALTH / DISEASE, SCIENCE / FAITH.

It is worth saying that according to the type of discourse the nucleus of conceptual system is organized by the fields of different concepts and in the case than a concept is used in different discourses it reveals a specific meaning in each of them.

Lyudmyla Andrienko

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ENGLISH-GERMAN INTERACTION IN THE LIGHT OF THE COUNCIL OF EUROPE RECOMMENDATIONS

It is obvious for any member of modern society that the influence of English on many European languages is enormous, which brings both positive and negative consequences, makes language instructors solve a complex of problems and look for

new methods/techniques of language teaching. The researchers in the field of language policy suggest the following reasons for the decrease of German language influence in Europe and in the world: 1) political; 2) cultural; 3) economic. As the result of interaction and interdependence of the three reasons mentioned an 80% reduction in the number of professional publications in German is registered in Europe. 50% of all reports at German symposia and conferences presented by Germans to Germans are produced in English, the terms are translated and explained by the presenters which leads to the situation when many professionals can not understand the content due to poor knowledge of English. The development of transnational corporations' activities and their appearance at German market gave the first impulse to introduction of English words into German language or English models of word formation, *e.g. Kontakter, Produktioner, Mediaplaner, Kontaktgruppenleiter, Kopie-Reiter*. In 1996 German branch of Coca-Cola Company developed advertising in English which became the company's brand '*The pause that refreshes*'. Many transnational companies have never translated their advertisements into German since then. It is a common practice for people employed at transnational companies to fill out application documents, make reports and presentations in English. The influence of English language should not be underestimated but, on the other hand, the language instructor should take into account the fact that the Council of Europe officially uses a number of national languages and encourages all European languages' development. European community is polycultural and every national language should have its own 'niche' on the language map of Europe. The Council of Europe formulates the essence of this long-term mission.

Nina Filippova

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SEMANTIC OF INTENSITY: UNIVERSAL INTENSIFIERS

Intensity is known to be the measure of expressive quantity, thus being the quantitation feature of qualitative aspect of speech (expressive vs logical). To express extraordinary elements of a communicative situation, intensifiers demonstrate the declination of a given feature from the language norm therefore there springs up the range of features from a logical statement of the fact (to love very much) to the highest degree of expressions (to die for smb., to love with all heart, to be madly in love etc.)

The conceptual analysis presupposes the following methodology: a) determining the core and the periphery of the concept (definition analysis); b) determining the referential situation (text analysis); c) establishing the place of the concept in the national pictures of the world (linguistic dictionaries, encyclopedia); d) etymological analysis; e) analysis of various contexts; f) associative analysis.

A variety of intensifying means of a language explicit various additional semantic components: surprise, impossibility, approval. For LOVE the following parameters of the intensity of the feeling may be distinguished: a) the degree of the feeling force (deep love, to be lovesick); b) the degree of the feeling duration (everlasting love, undying love); c) the degree of the feeling quantity (value), (to worship the very

ground one walks on); d) the degree of the feeling quality (to be head and ears in love).

The differential features of the conceptual zone of LOVE (from the point of view of its intensity) explicit non-uniform conceptualization of culturally relevant presentations. Thus, for example, in the Ukrainian language intensity is expressed by the category of quality and in the English language – by the category of quantity.

The universal features comprise the understanding of LOVE intensity both by Ukrainian and English speakers as madness, impossibility to be reasonable, feeling unwell (pangs of love, to be infatuated with smb.)

Language specificity impregnated into a national language, motivation of lexical collocability are automatically (subconsciously) mastered by native speakers. Our aim is to show the universal and differential aspects of actualizing the meaning of intensity on the basis of the conceptual analysis of intensifiers used with the notion 'LOVE' in English and Ukrainian languages.

Volodymyr Goshylyk

Vasyl Stefanyk Precarpathian National University

COGNITIVE EXPLORATION OF THE ONTOLOGICAL CONCEPTS OF SPACE, TIME AND MOTION

At the contemporary level of the linguistics development language is understood as a 'cognitive phenomenon'. Since cognition is the fundamental functional characteristic of a human being, cognitive linguistics is, naturally, concerned with the human factor and with cognitive structures categorized and represented in language. The study of the representation of the ontological categories of Space, Time and Motion has a very long tradition, originating from the Aristotle time. Nowadays cognitive linguistics allows complex investigation of these concepts on the language level.

As we move through the world, new visual, auditory and sensor inputs are continuously presented to the brain. Given such constantly changing input, it is remarkable how easily we are able to keep track of all the things and events. Spatial and temporal aspects of the common picture of the world are the faculties that allow us to do so.

Language offers us a window into cognitive background of Space, Time and Motion, providing insights into their nature and organization. The correlation of those concepts is vividly manifested in the language, as we think of Time in terms of Space and see Motion of Time through Space. For instance, Time is measured, by means of various artifacts, beginning with ancient calendars through sun-clocks, water-clocks, hourglasses and finally the mechanical clocks developed around 14th century AD, based on Motion of various bodies in Space.

A projection mapping projects are commonly used for analyzing abstract concepts, as they structure from one domain onto another. In the conceptual metaphor Time is the Motion of the Object. Time is conceptualized in terms of Motion. In the sentences 'Winter has come' and 'The day is approaching', temporally framed notions expressed by *winter* and *day* are structured in terms of Motion. Temporal notions cannot undergo literal Motion because they are not physical objects.

However, these conventional metaphoric mappings allow us to understand, visualize and model abstract concepts like Time in terms of Motion.

Nataliia Gudkova

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THE PHENOMENON OF METAPHOR IN THE TEXTUAL MEDIUM OF ADVERTISING

Metaphors in advertisements are a powerful and compelling tool – they not only enrich an ad, but also extend the meaning of a textual or visual message, creating multi – leveled layers of interpretation. The use and the choice of metaphor for ads differ from country to country. What seems funny or smart to one reader might be strange and incomprehensible or even vulgar to a different reader living in another part of the world. Therefore, before inserting an ad in a magazine in a particular country, producers must take into consideration social, religious, historical and political circumstances of a target group, its common interests and concerns. Only if all of the factors are considered and studied can an ad be successful at creating a positive effect on the reader. The main characteristics of the textual medium in advertising can be presented in the following way.

- Manipulation of the linguistic material. This can be done on the level of words, sentence level, orthographic level, phonetic level, morphological level and lexical level.
- Foregrounding. Foregrounding is a linguistic process in which words, phrases, sentences, stressing, intonations are given prominence or made more meaningfully significant by the communicator.
- Encoding – decoding. In order for the message in an advertisement to be comprehended a reader must decode a meaning using relevant codes. Decoding includes several stages – recognition and comprehension, interpretation and evaluation.
- The reading of the text. There are three hypothetical interpretive codes or positions for the reader of a text: dominant reading, negotiated reading, and oppositional reading.
- Interpretation of the text. The interpretation of signs can be seen having three levels: syntactic, semantic, pragmatic.

Oksana Karbashevskaya

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INFLUENCE OF MIDDLE ENGLISH IDIOSYNCRACIES ON STANDARD ENGLISH

William Caxton (1422 – 1491) began to print English books at a time when there was no accepted standard of written English. It was not easy for a writer and printer in the fourteenth-fifteenth centuries to choose a version of English that would find favour with all readers.

The same word at the same period in Middle English (AD 1150 – 1500) was spelt differently in different parts of the country: *e.g.* Middle English for ‘to bury’ were *birien, burien, berien*.

Five Middle English dialects (Northern, West Midland, East Midland, South Western and South Eastern) developed their own characteristics. Inhabitants of different shires could hardly understand each other. One small nucleus of power, trade and learning – the triangle of Oxford, Cambridge and London – shared the same kind of English, which may be said to have become the basis for Standard English.

Geoffrey Chaucer (1340? – 1400) made a conscious choice to write in London English instead of French. Partly as a result of his mastery of language, the East Midland dialect became the standard English language. John Wyclif (1320? – 1384) translated the Bible into the West Midland dialect similar to Langland’s and Chaucer’s.

When Caxton started printing at Westminster in the late summer of 1476, he was painfully aware of the uncertain state of the English language. In his prologues and epilogues to his translations he made some revealing observations on the problems that he had encountered as translator and editor.

Thus, for the history of English spelling, Caxton’s decision to reproduce the English of London and the South-East is crucial. Caxton and printers like him helped to fix the language on the page before its writers and teachers had reached a consensus. It is to this that English owes some of its chaotic and exasperating spelling conventions.

Anna Kostenko

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LINGUOSTYLISTIC MEANS OF REALIZATION OF IRONY IN THE WORKS OF EVELYN WAUGH ‘A HANDFUL OF DUST’ AND MURIEL SPARK ‘THE COMFORTERS’

The thesis deals with the analysis of verbal presentation and cognitive potential of means of irony in the works of Evelyn Waugh; *A Handful of Dust*; and Muriel Spark; *The Comforters*. Definition and differentiation of this notion are given according to the present state of linguistics of the text. The attempt of complex analysis of this category is made. Irony as the equal concept of the comic is singled out. It allowed to extend apprehension of its pragmatics, systematically represent and investigate linguostylistic means of its realization, define the level of their productivity on the basis of comparative analysis of functioning of linguistic means of the irony in the works of Evelyn Waugh and Muriel Spark, define common and different tendencies in selection of lexical material for realization of individual author’s pragmatics.

The following conclusions are made:

Irony is defined as equal form of the comic. It is reflection of implicit meaning, which differs from or is contrary to overt meaning, by verbal means (verbal irony) or situations of the story (situational irony). Verbal irony includes two types: situational irony – overt type of irony realized in micro-and macrocontext, and associative irony, which is realized mostly in megacontext. This understanding of irony allowed

widening the scope of analysis of linguistic means from lexical level to syntactic and textual levels.

In the process of analysis of works of Evelyn Waugh and Muriel Spark and using the data of statistic investigation the following productive means of irony are distinguished: simile, metaphors, repetition, realization of irony according to scheme 'blame by praise' and 'praise by blame', attributive word-combinations, stereotype words, periphrasis.

Oksana Mamatova

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NON-VERBAL MEANS OF COMMUNICATION

Language research in the framework of its functioning has evidently proven, that the linguistic code ('language in itself and for itself') closely interacts and correlates to the process of communication with the other communicative systems.

Modern linguistic research, which has anthropogenic tendency, focuses its attention on different processes of communication. The most wide-spread idea is that a human behaviour is the communication itself, as its different aspects have information about communicants; by the way non-verbal means of communication are more informative than the verbal ones.

One should note, that the communication field is a combination of 5 different disciplines, namely psychology, psychiatry, anthropology, sociology, ethnics, etc. This combination of fields, that is human-oriented, makes the mixture, where the human communication is studied with psychological, physical and cultural points of view simultaneously. Namely because of it, papers in non-verbal communication research are rather an observation of human interaction in a real life, than scientifically-oriented, and require knowledge of various cognitive methods, that are used in the framework of these disciplines. [An Overview of Nonverbal Communication in Impersonal Relationships \\www.nvc.net]

One should mention here, that an ever-growing interest to non-verbal means of communication has been concerned to a number of works, that focus their attention on the given subject considering the theory of communication, psycholinguistics [Leonhard K.], sociolinguistics, anthropogenic cultural sociology [Birdswhistle], non-verbal semiotics [Veretscagin, Kostomarov, Gorelov, Kreydlin, Piz, Trusov and others].

Liudmila Pisarenko

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COGNITIVE EXPLORATION OF LANGUAGE ON BASE OF CONCEPTS

Modern cognitive theory is one of the basic linguistics' theories since it gives basic understanding of function and origin of the language itself. One of the methods of the learning language is learning of concepts because no language would exist but for the concepts standing behind it. It helps to imagine the conceptual nature of the objects of the reality and to make a conceptual model of the linguistic world image, since concept includes not only the meaning of the world but also customs, traditions,

way of behavior, etc.

One of concepts that form the nucleus of each language is concept SUCCESS. But there is a difference between a word and a concept that lies in the fact that the concept has individual features of carrier. According to the dictionary one can pick out such definitions of the word 'success': 1) success as achievement (*Nothing succeeds like success*); 2) success as wealth (*Naked's financial success is in part driven by the success of its clients*); 3) success as fame (*Success is never blamed*); 4) success as luck (*In his diaries he looks forward to future success, but it was his artistic success that he sought before financial security*).

In the structure of the concept the following five main sectors can be singled out: 'Positive result of activity' (*'It's an incredible achievement,' he said in an interview, meaning his experience, on screen and off*); 'Subject of success' (*'You are lucky devil'*); 'Way to the success' (*The Mets had been staggering through a listless season, and Randolph does not know how many more games he will manage*); and 'Qualities necessary for achieving success' (*Here is Mr. Black, the leader of his profession*), each of them is formed on base of different cognitive characteristics.

Topical cognitive features of concept SUCCESS, that are formed in the contemporary native speakers' mind and reflect new features of mentality, are achieving the aim thanks to the own person's affords; financial character of the achieved result; achievement of high social status; person's self implementation; ambitions as positive personal characteristics of subject of success.

Svitlana Poliova

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LINGUISTIC PECULIARITIES OF LIFE CONCEPTUALIZATION IN ENGLISH IDIOMS

Idioms of every language reflect public and cultural experience of the people. Figurative thought is the main reason of idioms formation. That is why objective reality reflected in these units deals with people's spiritual world, their intellectual experience. It is clear that a human being is in the center of language and culture spaciousness, so the main concepts are those dealing with a human being. The most important, without any doubt, is the multi-faceted concept LIFE. *Life* may refer to the ongoing process of living things; the period between the birth (or a point at which the entity can be considered to be living) and death of an organism; the condition of an entity that has been born and has yet to die; and that, which makes a living thing alive. Idioms with LIFE component and those dealing with *life* reflect positive or negative attitude towards life. So, the group of idioms reflecting negative attitude outnumbers the opposite one. It may be explained by the historical events (wars, famines), cultural reasons and values, peculiarities of the national character etc. Based on the dictionary definitions the following elements of the concept LIFE were found out: the time somebody is alive; the state of being alive; the way somebody lives; a particular situation; social / personal / sexual etc life; human existence; the time when something exists / works; living things; life and death; game; activity; interest / excitement; prison; art; book / film. So in the course of its development, the original meaning of the word *life* has been suppressed from the position of the

denotative meaning to the position of the connotative. Idioms with concept LIFE also describe periods of life of every person. In this phrasal-semantic group we can find out such subgroups: birth, marriage, age death, standard of life, way of life, result, troubles, help, hope, health, importance, suffering, etc. Having analyzed idioms with concept LIFE in English, we came to conclusion that the nominative space represented in them is defined by the system of multileveled language units.

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THE *HOME* CONCEPT IN THE INTERPRETATION OF AMERICAN POETIC TEXTS

The paper focuses on poetic text interpretation which is viewed as a mental activity involving cognitive efforts on the part of the reader in order to understand a text.

The presentation has two-fold objective: 1) to analyze the meanings of *home* in a wide variety of dictionaries, and 2) to elucidate, via a set of techniques used in poetic text close reading, the hidden meanings of *home* that are there in the poetic text to trigger and guide the readers' interpretative effort.

The HOME concept is the set of general human and culture-specific meanings that reflect home as a certain objective, social, and cultural phenomenon. The poetic image space of the HOME concept underlies a textual world with its micro- and macrostructures which influence the interpretation of a text by its reader. Any choice of the levels of graphology, phonology, lexis, and syntax is co-determined by considerations of meaning. According to M. Turner, meanings are not mental objects bounded in conceptual places but rather complex operations of projection, binding, linking, blending, and integration over multiple spaces. Meaning is parabolic and literary.

The semantic analysis precedes the conceptual analysis. The semantic analysis is an investigation of the meaning of each nominative unit. The conceptual analysis reveals the way the HOME concept is actualized. Stylistic analysis is used to demonstrate the relationship between text and meaning. Comparative method involves interpretation of cross-cultural differences and contributes to revealing the peculiarities of conceptualization of HOME in American culture.

The complex of linguistic means employed to verbalize the HOME concept in the Modern English language and American poetic texts is revealed. Linguocognitive mechanisms of formation of carnal and metaphorical images of home as well as those of symbolic images of home are exposed.

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SOME NOTES ON BUSINESS ENGLISH TERMINOLOGY

The English used in international business is a lingua franca and may even be considered as a new type of English which has developed and is developing to meet

the needs of its users. Since English is the international language of business, the knowledge of English business terms is essential for successful business people, even if their main function is not in international trade.

Business English is communication with other people within a specific context. So, business English is an umbrella term for a mixture of general everyday English, general business English, and English for Specific Purposes (ESP). It is not limited to words or phrases that only appear in some special business areas. These units occur in specific business contexts, and are created for specific business aims.

The terminology of business English has attracted a great deal of attention in the last decade. Research studies on the language of business have been published in many journals, books and other publications, providing different views on this domain.

In our research the main attention is paid to the complex investigation of present-day business English, especially to the setting of peculiarities of lexico-semantic and derivative processes in the forming of terminological units, theoretical grounding of the forming processes and functioning of terminological units of business language, the occurring of mechanisms of terminological planning.

Antonina Samuilova

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PSYCHOLOGICAL CHARACTERISTICS OF THE SPEECH

This work is devoted to main psychological characteristics of oral language and describes effective methods of teaching the speech.

1. Speech must be motivated. The speaker expresses a desire to inform the hearers of something interesting, important, or to get information from them. But very often oral speech is motivated outwardly, for instance, pupils' answers at an examination. In teaching a foreign language it is necessary to think over the motives which make pupils speak. Try to use those stimuli which can arouse a pupils' wish to respond in their own way.

2. Speech is always addressed to an interlocutor. A teacher should organize the teaching process in a way which allows pupils to speak to someone. When speaking, a pupil should address the audience, and not the teacher or the ceiling as is often the case. The speakers will hold their audience when they say something new, something individual (personal). Try to supply pupils with assignments which require individual approach on their part.

3. Speech is always emotionally coloured, as speakers express their thoughts, their feelings, their attitude to what they say. Teach pupils how to use intonation means to express their attitude, their feelings about what they say. That can be done by giving such tasks as: the reason why you like the story; prove something; give your opinion on the episode, or on the problem concerned, etc.

4. Speech is always situational for it takes place in a certain situation. While teaching speaking real and close-to-real situations should be created to stimulate pupils' speech. Think of the situations you can use in class to make pupils' speech situational. Remember the better you know the class the easier it is for you to create situations for pupils to speak about. These are the four psychological factors which are

to be taken into account when teaching speech.

Valentyna Shelukhina

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ENGLISH TERMS IN GERMAN LANGUAGE OF TOURISM

German linguists have two different approaches to the extensive use of English terms in German. One group of the researchers believes that German is so much saturated with English words that it should be called Denglish. Therefore, it is necessary to use 'pure' German in all spheres of language and always choose a German word no matter how well-known and widely-used the English equivalent is. They think English terms expose to danger the communicative influence and effectiveness of German on German-speaking people, as not all of them can understand and feel the main message and additional tuning of the discourse if unknown elements prevent their understanding. According to the research results, young generation of German people does not welcome such an extensive use of English words and think that German should be developed by introducing new German words to denote new concepts. The researchers report that English language is widely used nowadays not only in international trade and travel business but also in medicine, physics, astronautics, natural sciences, psychology, where German was traditional. The supporters of the second approach believe that the practice of abundant use of English words(including terms) in German is the result of the globalization process which affects the whole world and such borrowings can not and should not be stopped by an official banning. On the opposite, linguists should recommend to use English terms in such spheres as tourism, advertising, communication technologies, international trade. If take the example of the professional language of tourism, many signs, signboards, instructions written in English will help people of different nationalities including the Germans understand the message. The professional language of tourism taught to the students of our Academy should highlight some specific features of using English terms in German, such as parallel use of English and German terms, use of a composite term in which one of the components is substituted by an English word, use of exclusively English terms for certain concepts in the field.

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THE USE OF REALIA IN A CLASSROOM

The term realia has long established itself in many fields of knowledge invariably denoting some kinds of objects or artifacts. In methodology of teaching English as a foreign language there circulate more than two dozen of definitions of the term. Having analyzed many of them, we came to the conclusion that two distinct meanings may be singled out. Thus, on the one hand, realia denotes a term for real 'culture rich' objects that are used in a classroom to help students build background knowledge of the target culture, on the other hand, it is defined as an item (or item

substitution) which is brought in the classroom for illustrations and facilitation of language acquisition.

Even though some scientists stress that only authentic objects and by no means their copies, facsimiles, or representations should be termed realia, we are of the opinion that both may qualify as any of those lend themselves well to the purpose of bringing life to class. What is more, the appearances of the notion 'visual realia' as 'a collection of linguistic and non-linguistic authentic materials which have been compiled, scanned and posted on www server' testifies to this point of view. Since certainly one may find realia while travelling abroad, for those who are less mobile or otherwise unable to collect their own material substitutions of realia including visual realia are quite beneficial.

The following activity exemplifies creative use of an everyday object (a stapler) for teaching grammar (relative clauses): Write two sentences on the board (an object and a subject relative clause): 'The man that I saw was crying.' 'The man that cried was my father.' Point out that the first sentence has two pronouns (personal and relative), 'that' and 'I', and the second has one, 'that'. Now take two pieces of paper and staple them together twice. This represents the first sentence. Staple two more pieces of paper, just once. This represents the second sentence. Remove one staple from the first two pieces of paper and they will still be joined together. The conclusion is that the relative pronoun is unnecessary in the first sentence.

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METHODOLOGICAL PROBLEMS OF COGNITIVE LINGUISTICS

Cognitive Linguistics is formed in last two decades of the 20th century and the subject of it is the peculiarities of learning and interpreting information using linguistic signs. The range of problems of cognitive linguistics is associated with such main categories as concept, conceptualization, categorization, conceptual sphere, picture of the world. Linguistic approach to the learning of symbol is defined now. Realization of terminology as the frame's structure is suggested; cognitive approaches to learning of the word-formation and grammar categories are found in many research works.

The aim of our research is to give general imagination about formation and development of cognitive linguistics as a separate science and an integral part of modern scientific knowledge.

Correlation between linguistic and non linguistic knowledge, conceptual and lexical and semantic information is one of the most difficult problem of modern linguistics. It touches a lot of cardinal questions of language and mentality interaction, linguistic units' typology and their meaning and such theoretical aspects of linguistics as the problem of concept definition, correlation between encyclopaedic knowledge and language meanings and methods and principles to their research. Kibrick, Melerovich, Shahovsky offered to consider the text according to the methods of cognitive linguistics which shed new light to the understanding of literary works.

Proceeding from the abovementioned the problem of understanding of linguistic units like structures of knowledge representing is very topical nowadays. The

topicality of our work depends on modern linguistics interest to identification of regular process of expansion of the language's nominative ways which make communicative necessity. It causes the complicated system of nominative mechanisms can be create language signs which are adequate to the communicative and pragmatic task and proper communicative situation.

Olga Taranenko

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SEMANTICS OF THE EVALUATIVE REALIA IN ENGLISH AND UKRAINIAN

The aim of the work is to define the notion of the evaluative realia, to determine the main components of its lexical meaning and the criteria of singling out the evaluative realia from the whole lexical corpus of English and Ukrainian.

The evaluative realia is a nominative unit the core component of the lexical meaning of which is the national-cultural component, combined with the evaluation seme. The national-cultural component of the evaluative realia lexical meaning is a semantic microcomponent consisting of the semes 'locality', 'ethnicity', 'evaluation'. There are a number of formal markers which show that the semantic structure of a lexical unit comprises the national-cultural and evaluative components, thus indicating it as the evaluative realia. They are the following:

1) a dictionary entry containing usage labels like Engl. *approving, facetiously, disapproving, derogatory, derogatorily, offensive*; Ukr. *пестливість, грайливість, захоплення, жартівливість; осудлива, зневажлива, презирлива, лайлива, образлива* etc.;

2) a realia dictionary definition including such words and word-combinations as Engl. *in Great Britain, British, English, Scottish, Welsh, Irish; in the USA, in America, American, the USA; normal / abnormal, reasonable / unreasonable, true / false, good / bad*; Ukr. *в Україні, український; норма / не норма, розумно / нерозумно, істинно / невірно, добре / зле* etc.;

3) by stretch of the derived-evaluative realia that proves a realia being evaluative is the presence of the following lexemes in its synonymic row or the synonymic row of the words, used in its definition: Engl. *normal / abnormal, reasonable / unreasonable, true / false, good / bad*; Ukr. *норма / не норма, розумно / нерозумно, істинно / невірно, добре / зле* etc.

Establishing the criteria of the language material selection is an important stage of the evaluative realia structural-semantic peculiarities analysis and defining nationally marked concepts, verbalized by them.

Elzara Tulup

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ASSOCIATIVE RELATIONS IN A SEMASIOLOGICAL PERSPECTIVE

Traditional onomasiological studies usually list metaphors and metonymies and distinguish between loanwords and semantic loans, but are less determined on other

types of semantic change and usually are unaware of the semantic aspects of word formation and idioms. Yet, recent studies in lexicology have not only proved the existence of a broader range of types of semantic change, but have also emphasized the semantic aspect of word-formation, idioms and other types of lexical change. From an onomasiological point of view, the common denominator of the major processes of lexical innovation is the fact that a speaker tries to verbalize a given concept by associating one or more other concepts that have already been verbalized in the speaker's language.

All associative relations can be reduced to the three Aristotelian principles of remembering, i.e. *similarity*, *contrast* and *contiguity*. From these three principles, *similarity* shows by far the greatest diversity: The best known process based on similarity is that of metaphor which relates two concepts that exhibit a more or less peripheral perceptual or functional analogy or another common aspect.

Contrast as an associative principle is by far less important than its counterpart similarity. It figures in some cases of word formation and rarely in semantic change and idioms. As contrast of signifiers is the fundamental principle of every semiotic system, only conceptual contrast is relevant to lexicology and to cognitive onomasiology.

Completely different from similarity and contrast are associations by *contiguity*. While contrast and similarity are relations that demand a certain reflection upon the concepts involved and are sometimes purely 'academic', as the two concepts have nothing to do with each other, contiguity relations result from reality in so far as we have learned that there is a temporal or logical connection between the concepts or that we can presuppose such a connection. We call this type of relation *conceptual contiguity*.

2. ENGLISH GRAMMAR: COMMUNICATIVE APPROACH

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THE PRESENTATION OF GRAMMAR MATERIAL

When we present grammar through structural patterns we tend to give students tidy pieces of language to work with. We introduce grammar, which can easily be explained and presented. There are many different ways of doing this, which do not involve the transmission of grammar rules.

It is certainly possible to teach aspects of grammar – indeed that is what language teachers have been doing for centuries – but language is a difficult business and it is often used very inventively by its speakers.

As teachers we should be prepared to use a variety of techniques to help our students learn and acquire grammar. Sometimes this involves teaching grammar rules. Sometimes it means allowing students to discover the rules for themselves.

Our job at this stage of the lesson is to present the students with clear information about the language they are learning. Students should also be shown what the language means and how it is used; what the grammatical form of the language is,

and how it is said and how it is written.

All the mentioned above means that students need to get an idea of how this new language is used by native speakers and that the best way of doing this is to present the language in context.

The context for introducing a new language should have a number of characteristics. It should show what the new language means and how it is used, for example. That is why many useful contexts present the new language in the form of a written text or a dialogue.

A good context should be interesting for the listeners. This does not mean that all the subject matter we use for presentation should be wildly funny or inventive all of the time. But the students should at least want to see or hear the information.

Finally, a good context will provide the background for many examples of language use so that students could use the information obtained not only for the repetition of a model sentence but also for making their own sentences.

Alina Cherednichenko

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FORMING PROFESSIONAL ENGLISH GRAMMAR COMPETENCE IN THE FIRST YEAR STUDENTS OF THE PEDAGOGICAL UNIVERSITY

It is common knowledge that our country needs highly professional teachers of English. They must be good at both target language and its Methodology.

There is no doubt that communicative success may be achieved due to the appropriate level of grammar competence formation. But unfortunately choosing a career adolescents tend to be influenced by external motivation. That is why only a few students of the pedagogical university have rather high level of professional competence formation.

Taking into consideration the age and psychological differences of the first year students we believe that teachers of Practical English Grammar may form professional grammar competence even in the target students of the pedagogical university.

Competence at issue has the following components: 1) linguistic competence which is presented in our investigation by grammar competence; 2) speech competence and 3) methodology competence.

Each of the competences consists of particular knowledge, skills and habits.

Grammar competence includes such skills as productive and receptive. As for grammar skills and knowledge of the first year students, one may find them in the Curriculum for English Language Development at Universities and Institutes.

Speech competence contains the students' knowledge about: 1) speech registers with correspondent communicative behaviour; 2) different speech strategies. As for the skills and habits of the target language students can find them in the Curriculum as well.

Unfortunately, the first year students don't have such a course as Foreign Language Teaching Methodology. Thus, the formation of methodology competence is imitative. It takes place during Practical English Grammar classes.

Therefore, the formation and development of the professional grammar competence in the first year students of the pedagogical university is realized through

both classroom exercises and students' imitation of their English Grammar teacher's activity.

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SOME GENERAL PRINCIPLES OF GRAMMAR TEACHING

Teaching grammar should be based upon the following principles:

Conscious approach to the teaching of grammar. This means that in sentence patterns teaching points are determined so that students can concentrate their attention on some elements of the pattern to be able to use them as orienting points when speaking or writing the target language. Conscious learning is also ensured when a grammar item is contrasted with another grammar item which is usually confused. The contrast is brought out through oppositions. Practical approach to the assimilation of grammar means that some grammar items needed for immediate use either in oral or written language are learned. Structural approach means that grammar items are introduced and drilled in structures or sentence patterns. In speaking the structural approach meets the requirements. Situational approach assumes the learning of grammar items in situations. Grammar items students need for conversation are taught by the oral approach, i.e. students listen to them, perform various exercises, finally see them printed, and write sentences using them. Grammar items necessary for reading are taught through reading. While preparing for the lesson at which new grammar items should be introduced, the teacher must realize the difficulties students will meet in assimilating this new element of the English grammar. They may be of three kinds: difficulties in form, meaning and usage. The ways to overcome these difficulties are: to convey the meaning of the grammar item either through situations or with the help of the mother tongue, to choose exercises, their types and number. Then the teacher thinks of the sequence in which students should work to overcome these difficulties, i.e. from observation and comprehension through conscious imitation to usage in conversation (communicative exercises). The form of presentation – orally, in writing, or in reading – should be considered then. Students' activity in the process of learning the definite grammar point should be planned as well, bearing in mind that for assimilation students need ample examples of the sentence pattern in which this grammar item occurs.

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INTRODUCING NEW LANGUAGE STRUCTURE

Language is the chief means by which the human personalities express themselves and fulfill their basic need for social interaction with other people. Language skills help students to choose different words and models in their speech. As teachers we should be prepared to use a variety of techniques to help the students learn and acquire grammar of the target language. Sometimes this involves teaching grammar rules; in other cases it means allowing students to discover the rules for themselves.

When the teacher introduces grammar, it can easily be explained and presented. There are many different ways of doing this, which do not (only) involve the transmission of grammar rules. The teacher's job at this stage of the lesson is to present the students clear information about the language they are learning. Teachers must also show their students what the language means, how it is used, what the grammatical form of the new language is, and how it is said and/or written. Students need to get an idea of how this new language is used by native speakers, and the best way of doing this is to present language in context.

The context for introducing new language should have a number of characteristics. That is why many useful contexts have the new language being used as a written text or a dialogue and they should be interesting for students. This does not mean that these contexts should be wildly funny or inventive all of the time. But the students should at least have a motivation to see or hear the information.

Finally, a good context will provide the background for a lot of language uses so that the students can use the information not only through the repetition of model sentences but also for creating their own structures. Often the textbook will have all the characteristics mentioned above, and the teacher can confidently rely on the material for the presentation. But the textbook is not always so appropriate: for a number of reasons the information in the book may not be right for the students needs and in such cases teachers will want to create their own contexts for the language use.

Olga Kozakevych

Petro Mohyla Mykolayiv Chornomorsky State University

INTERACTIVE METHODS IN FORMULATING AND DEVELOPING THE GRAMMAR COMPETENCE OF THE FIRST YEAR STUDENTS

We are living in a dynamic and a fast-developing world, that is why we should take into account the modern approaches of teaching English. Nowadays, there are many different types and forms of teaching English but these diverse of approaches do not really include all the aspects which are needed for realization students' potential.

The main task of teaching foreign languages is to teach students to use a language as a tool in a dialogue of cultures and civilizations of modern world. This aim includes communicative and socio-cultural development of students by the means of foreign languages, for preparing students to intercultural communication in different spheres of life. For this purpose we suggest using interactive methods which provide not only a high level of students' knowledge but also a possibility to apply this knowledge in a daily life practice.

The main idea of this article is that grammar material used skillfully by a teacher can help to raise the interest of students to classes, it makes learning of structures of active and passive grammar minimum easier, and raises speaking and language competence.

Theoretical statements and examples of work on grammar structures with the help of interactive and non – standard methods are given in the work.

Resuming the results of the work we obtain the recommendations of effective usage of grammar in the process of foreign language studying, that is creating of manuals of new generation, grammar tasks of different levels, collection of grammar tasks for teaching in group work.

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THE USE OF GAMES IN LEARNING GRAMMAR

Grammar acquisition is increasingly viewed as crucial to language acquisition. However, there is much disagreement as to the effectiveness of different approaches for presenting vocabulary items. Moreover, learning grammar is often perceived as a tedious and laborious process. In this report I would like to examine some traditional techniques and compare them with the use of language games for grammar presentation and revision, in order to determine whether they are more successful in presenting and revising grammar than other methods.

From my teaching experience I have noticed how enthusiastic students are about practicing language by means of games. I believe that the grammar games are not only fun but they help students learn without a conscious analysis or understanding of the learning process while they acquire communicative competence as second language users.

There are numerous techniques concerned with grammar presentation. However, there are a few things that have to be remembered irrespective of the way new lexical items are presented. If teachers want students to remember new grammar it needs to be learnt in the context, practiced and then revised to prevent students from forgetting. Teachers must make sure that students have understood the new words, which will be remembered better if introduced in a ‘memorable way’. Bearing all this in mind, teachers have to remember to employ a variety of techniques for new grammatical presentation and revision.

Kateryna Starodub

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WORD-FORMATION TYPE AS THE MEANS OF MAINTAINING THE COMMUNICATIVE COMPETENCE

Being analytical, English is conspicuously opposed to synthetic Ukrainian regarding the word-formation issues. The set of derivation techniques that can be found in English may rather often fail while applying to the appropriate Ukrainian equivalents and vice versa, thus creating extra difficulties for Ukrainian-speaking English learners. The word-formation type is treated in this respect as the means of managing all components of communicative competence on the derivational level due to its applicability to any typologically different languages.

The word-formation type is understood as an abstract constructional derivation unit that has the binary semantic structure ‘lexical meaning + derivational meaning’ and the formal structure ‘derivation base + formative’ and is used to form new words.

Traditionally, when dealing with the elements of the word-formation during the Grammar lessons, the teacher's attention is primarily paid to enumerating productive and unproductive affixes. This approach neglects the tendency in English to the analytical words. The practical value of the applying the word-formation type notion is obvious, for instance, when to observe complex nouns (that number ca. 15% of all nouns in an English text!), like *lake house*, *career woman*, *backstreet*, *delivery man*, *cross street* etc. The notion of the word-formation type allows systematizing the language material paying equal attention to analytical word-formation types (*e.g.* noun + noun) and synthetic (*e.g.* noun + affix) ones.

Referring to the notion of the word-formation type can thus contribute to introducing fluency-aimed learning in meaningful communication, while compensating the insufficient competence in grammatical, discourse, strategic, or socio-cultural components of the communicative competence.

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THE COMMUNICATIVE APPROACH TO THE TEACHING OF FOREIGN LANGUAGE

The communicative approach to the teaching of foreign languages is a very important method of teaching methodology. Teachers have to focus the teaching of the foreign language in the classroom in such a way that students can communicate in a conscious way, taking into account their real experiences.

The communicative approach could be said to be the product of educators and linguists who had grown dissatisfied with the audio-lingual and grammar-translation methods of foreign language instruction.

They felt that students were not learning enough realistic, whole language. They did not know how to communicate using appropriate social language, gestures, or expressions; in brief, they were at a loss to communicate in the culture of the language studied. Interest in and development of communicative-style teaching mushroomed in the 1970s; authentic language use and classroom exchanges where students engaged in real communication with one another became quite popular.

Communicative language teaching makes use of real-life situations that necessitate communication. The teacher sets up a situation that students are likely to encounter in real life. Unlike the audio-lingual method of language teaching, which relies on repetition and drills, the communicative approach can leave students in suspense as to the outcome of a class exercise, which will vary according to their reactions and responses. The real-life simulations change from day to day. Students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics.

Teachers in communicative classrooms will find themselves talking less and listening more – becoming active facilitators of their students' learning. The teacher sets up the exercise, but because the students' performance is the goal, the teacher must step back and observe, sometimes acting as referee or monitor.

3. ENGLISH PHONETICS: RESEARCH AND LANGUAGE TEACHING

Svitlana Bobyr

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FORMING THE HABITS OF LOGICAL ACCENTUATION COMPETENCE IN TEACHER-OF-ENGLISH TRAINEES

Forming intonation habits as part of logical accentuation competence (LAC) in teacher-of-English trainees presupposes formation of the *intonation habits* of two kinds – the habits of reproducing the intonation contour of the utterance with various position of the communicative centre in it; and the accentuation habits of reproducing the functional types of logical stress – normal, intensity and contrastive.

As habits they are to possess such essential characteristics as automaticity, firmness, flexibility, consciousness, and relative complexity. Being intonation habits they must be marked by situation and by the speaker's communicative task. These peculiar features of this type of habits predetermine the communicative approach to their formation. It means that at all the stages of habit formation the exercises suggested should be contextually stipulated. Even on the elementary level of LAC habit formation the smallest educational unit must be rather a dialogue or monologue unit and microtext than an utterance / sentence.

While forming LAC habits students ought to go through a complex of exercises consisting of four groups – perceptive, perceptive-reproductive of the first level, perceptive-reproductive of the second level and reproductive-productive.

Perceptive exercises in acceptance and awareness, recognition, differentiation, and identification are aimed at forming listening comprehension LAC habits.

Perceptive-reproductive exercises of the first level are those in imitation, substitution and transformation. Perceptive-reproductive exercises of the second level help students practice in extension, combination and replacement. Doing the exercises of these two groups students form the LAC habits proper.

Receptive-productive exercises in completion, actions based on the analogy, assembling a whole of parts, and taking a decision complete the LAC habit formation process thus developing all the mentioned above features.

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TEACHING INTONATION TO THE FIRST-YEAR STUDENTS: METHODOLOGICAL RECOMMENDATIONS

Teaching English pronunciation is the main task for the first-year study at philological departments. So, shaping the articulatory and intonation skills is the target of the course of practical phonetics. We completely agree with the statement that English speech consists not only of single words, but of the tone-units. The latter with their melody are the bricks of our speech. That is why we consider English

intonation study to be of the highest importance. The great problem for the teachers of practical phonetics is to find and successfully use the necessary methodological course of practical intonation. On the ground of some theoretical and practical works on phonetics and our own experience, in order to better plan and realize teaching intonation process we suggest the teachers should:

- explain students the significant role of intonation and provide them with the precise notion of the term and its functions;
- provide students with the necessary, thoroughly selected theoretical information, as well as good examples of tone-units typical of English and some examples of the connected texts with recordings;
- teach the form and the meaning of the intonation contours (IC) simultaneously, compare them with the native correspondents in linguistic oppositions;
- plan and realize the study of IC from stepping to falling heads, from the least to most-emphatic tones;
- precede the training of IC by listening and visual reception;
- provide the students with sufficient practice in recognizing, imitating and producing of IC;
- correct students' mistakes by active training in new speech contexts;
- encourage students to learn as many dialogues, short stories, poems as possible;
- use lexical and grammar materials that agree with the topics of Practical English and Grammar.

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COGNITIVE APPROACH TO PHONETIC STUDIES

The present day linguistics is characterized by cognitive approach based on revealing the nature of linkage between linguistic form, speech substance and mind. This approach originated cognitive phonetics, a relatively new field of studying the sound matter of language and the processes of knowledge representation during speech production, as well as of the mental processes operating on those representations, i.e. speech perception, recognition, understanding, and remembrance, or storing. In combination these processes of coding and decoding of oral speech permit people to perform an unlimited variety of complex mental tasks connected with the use of language in general and its phonetic means in particular. Thus, the analysis of phonetic phenomena should be carried out through the speaker's cognitive capacities.

According to N. Cook, the phonetic representation of people's knowledge in oral communication is usually organized around specific intonation patterns or 'intonatopic maps', i.e. the form of an utterance and sets of vowels and consonants, organizing definite speech acts. For instance, one type of intonatopic mapping refers to the phonetic organization of stating the facts; another – of asking for information; another – of getting people react to this or that stimulus; others refer to specific ways of expressing and evoking certain emotions and feelings or accomplishing a goal;

others still relate to the adequate phonetic representation of different forms of speech or various types of texts and speech situations, considering psychological, social and age types of speakers, their communicative and cognitive experience, etc. All of these intonatopic maps play an important role in speech processing since they provide a framework for correct organizing and then expressing complex ideas and thoughts in oral communication.

The assumption can be made that phonetic organization of speech is best studied and described with reference to its cognitive, experiential, and social contexts, which go far beyond the phonological system proper. Thus, at present the aim of cognitive phonetics research is to examine the relation of phonetic phenomena to things outside language. Moreover, the results of such investigations will facilitate understanding of the problems connected with the questions of interference in non-native speakers' pronunciation.

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TEACHING FUTURE EFL TEACHERS ENGLISH ACCENTS LISTENING COMPREHENSION

The existence of the English language in a variety of accents has set conditions for the necessity of teaching future EFL teachers listening comprehension taking into consideration the whole variety. To solve the mentioned problem the teaching methodology has been theoretically substantiated, practically worked out and experimentally verified.

Teaching a certain accent listening comprehension includes three stages – the introductory stage, the preparatory stage, and the main stage. The objective of the introductory stage is to actualize, enlarge and summarize students' knowledge from the courses of practical and theoretical phonetics of the English language and from their own experience of the linguistic peculiarities of the correspondent accent. The types of exercises, which predominate at this stage, are receptive-reproductive, pre-communicative, and non-computer-assisted.

The preparatory stage aims at forming and improving students' phonetic sub-skills of a certain English accent listening comprehension. Such sub-skills include 1) identifying the phonemes, which are absent in the system of phonemes of Received Pronunciation (RP); 2) identifying the sound form of the word, different from RP, and correlating it with the corresponding meaning; 3) differentiating between the meanings of the words, which are homophones in certain accents; 4) identifying the phonetic form of the utterance, different from RP, and correlating it with the corresponding meaning. The types of exercises, which are used at this stage, are mainly receptive-reproductive, non-communicative, and computer-assisted.

As for the main stage, its objective is to develop students' skills of a certain English accent listening comprehension. The types of exercises, which dominate at the last stage, are receptive-productive, communicative, and non-computer-assisted.

On the basis of the introduced scheme eight complexes of exercises to teach future teachers eight English national and regional accents listening comprehension have been worked out.

TEACHING DISCOURSE INTONATION THROUGH FILM

Nowadays intonation is acknowledged as an indispensable component of language and communication. However, it is often neglected in EFL teaching practices in Ukraine due to the lack of teaching materials that focus on prosody. The book 'Teaching Discourse Intonation in an EFL Milieu' by Viktoria Bokova and Liliana Novikova is fully devoted to teaching English Intonation to pupils and students through authentic materials.

The course book contains both the teacher's and the student's books and is geared towards various age groups (ages 14 and up) provided their level of knowledge equals that of B1 or B2. Three Hollywood cartoons ('Shrek', 'Cars' and 'Monsters, Inc') are used as teaching material. The films are broken into short pieces, which illustrate certain intonation features. Activities are constructed around each piece.

The course is primarily based on the theory of Discourse Intonation by David Brazil, including Brazil's terminology and notation. This theory was deemed by the authors as the easiest for comprehension and remembering and hence the most effective.

The activities in the course are aimed at teaching the students to:

- 1) place accents/prominence properly;
- 2) use correct tones/tunes in accordance with the discourse structure in standard situations;
- 3) understand proper native speakers' oral discourse within the realm of the students' lexical and grammatical competence;
- 4) use prominence and high key for purposes of emphasis and contrast.

The benefits of the course as compared to the ones pursuing comparable goals lie in the nature of materials used. First of all, Hollywood's animated cartoons are an excellent source of motivation, because they are exciting (unlike a manual), funny and generally positive. Second, movies present a broad discourse context and a large choice of authentic communicative material. The course has been tested by the authors in their classes and proved highly motivating and effective.

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ENGLISH PHONOLOGY

English phonology is the study of the phonology (i.e., the sound system) of the English language. Like all languages, spoken English has wide variation in its pronunciation both diachronically and synchronically from dialect to dialect. This variation is especially salient in English, because the language is spoken over such a wide territory, being the predominant language in Australia, Canada, the Commonwealth Caribbean, Ireland, New Zealand, the United Kingdom and the United States in addition to being spoken as a first or second language by people in countries on every continent, and notably in South Africa and India. In general the

regional dialects of English are mutually intelligible.

Although there are many dialects of English, the following are usually used as prestige or standard accents: Received Pronunciation for the United Kingdom, General American for the United States and General Australian for Australia.

The number of speech sounds in English varies from dialect to dialect, and any actual tally depends greatly on the interpretation of the researcher doing the counting. The *Longman Pronunciation Dictionary* by John C. Wells, for example, using symbols of the International Phonetic Alphabet, denotes 24 consonants and 23 vowels used in Received Pronunciation, plus two additional consonants and four additional vowels used in foreign words only. For General American it provides for 25 consonants and 19 vowels, with one additional consonant and three additional vowels for foreign words. The *American Heritage Dictionary*, on the other hand, suggests 25 consonants and 18 vowels (including r-colored vowels) for American English, plus one consonant and five vowels for non-English terms.

The vowels of English differ considerably between dialects. Because of this, corresponding vowels may be transcribed with various symbols depending on the dialect under consideration. When considering English as a whole, no specific phoneme symbols are picked over others; instead lexical sets are used, each named by a word containing the vowel in question. For example, the vowel of the LOT set ('short O') is transcribed /ɒ/ in Received Pronunciation, /ɔ/ in Australian English, and /ɑ/ in General American. For an overview of the correspondences see IPA chart for English dialects.

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THE SYLLABLE AS A PHONOLOGICAL UNIT IN THE ENGLISH LANGUAGE

The purpose of the presentation is to provide a short analysis of the syllable as a phonological unit. The syllable is a unit of organization in phonology, the study of the patterns of sounds and signs in a language. Typically, a syllable consists of a vowel and at least one consonant, though various combinations are possible, including single vowels. The number and type of syllables in a word, phrase or sentence may strongly influence stress and intonation throughout. Onset-Nucleus-Coda: one view of the structure of the syllable, showing the syllabification of three words in English, Japanese and Berber. In linguistics, the existence of syllables as organizers of speech sounds and sign language movements is typically used to explain observations about what is possible in a language from native speakers' perceptions of how many 'beats' there are in a word to the possible ordering of segments such as *c*, *a* and *t* in *cat*: why English speakers 'feel' there are two syllables in *mother* but only one in *fire*. The existence of the syllable as an abstract phonological unit that limits the possible sequences of segments is controversial, and its use in mainstream linguistics literature has been inconsistent. Theories predating the arrival of the currently-mainstream generative phonology, as well as more recent approaches from within generativism itself, have called into question or even outright

rejected the syllable in favor of other behavioral explanations from within both phonology and phonetics. Phonological inquiry provides some evidence for splitting the syllable into two main constituents, with the nucleus and coda sharing the rhyme. Broadly, the nucleus and coda seem to mutually affect one another, in that rules that apply to one may affect the other. Such a relationship cannot be easily established for the onset and rhyme, implying a crucial separation. Phonological inquiry provides some evidence for splitting the syllable into two main constituents, with the nucleus and coda sharing the rhyme. Broadly, the nucleus and coda seem to mutually affect one another, in that rules that apply to one may affect the other. Such a relationship cannot be easily established for the onset and rhyme, implying a crucial separation.

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HOW TO LEARN PERFECT ENGLISH PRONUNCIATION

At first learn the sounds of English. English uses different sounds than other languages. Students have to know all the English sounds, listen to how they sound in real words and sentences and practice their pronunciation – listen to English words and sentences, and try to repeat them. It is not so important to spend a lot of time practicing; it is more important to do it regularly. Many learners find that just starting to pay attention to pronunciation helps them improve a great deal. It is a good idea to try to imitate English words whenever students are listening to anything in English. They should also try to pronounce English words whenever they're somewhere alone with a little time to spare. Once their mouth and tongue get used to the new sounds, students will not find them difficult at all. Students will need at least some talent for imitating sounds (for instance, if they can imitate people in their own language, it should be easy for them to 'do' English pronunciation). However, if students don't have these skills, they can achieve a lot with persistence and a little technology. One helpful technique is to record own voice and compare it with the correct pronunciation. This way, students can see where their pronunciation is different from the original and they can gradually make it more native-like.

Reading an English word does not tell students how it is pronounced. It is necessary to learn the pronunciation of every word that students are going to use. They can look it up in a dictionary and read about how it is pronounced. Longman Contemporary Dictionary helps students learn the pronunciations of the most important English words. It lets them record their voice and compare it with the correct pronunciation.

Do not let other people tell that 'since you are a foreigner, you will always have a foreign accent'. Here is a list of steps to improve pronunciation and reduce accent: 1. Learn to pronounce the English sounds correctly. 2. Learn phonics rules and patterns to understand and remember the pronunciation of words. 3. Practice words grouped by phonics rules and patterns. 4. Improve listening comprehension by practicing the similar words. 5. Create own word list and practice them to the perfection. 6. Learn accent tips to understand sound linkings, stress, and intonation. 7. Practice sample sentences to help you improve your fluency. 8. Work on one problem sound at a time.

Read slowly concentrating on the pronunciation of particular words. Record yourself, keep the tape and record yourself later, have you improved? 9. Don't worry about sounding like a native, it is more important to speak clearly and pleasantly than it is to sound like the Queen. 10. The most important thing to think about is people if understand you. If you have a problem being understood then find someone who speaks English clearly and try to mimic their accent. 11. Talk to friends who are also learning English. Go out together for coffee and only speak English to each other! 12. Find native English speaking friends.

4. CONTENT-BASED TEACHING AND LEARNING

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USING THEMATIC UNITS FOR DEVELOPING SPEAKING SKILLS IN ESP COURSE

Developing students' skills of participating in professional communication is a challenging task. Thematic units are suggested as a complex activity complementary to the tasks of the main textbook. According to D. Brinton [1:203] the thematic content stretches over several weeks of instructions and provides rich output for lessons that are either language based (i.e., with the focus on vocabulary, pronunciation, and grammar) or skills-based (i.e., with a focus on listening, speaking, writing or reading). The thematic units used for training students at the department of the Hotel Management, Resort and Tourism are based on the thematic content of the student's modules and are designed to develop their speaking skills for professional communication in the target language.

The advisability of using the complex activity mentioned can be supported by the fact that the tasks mirror real life situations at the work place and have a real outcome outside the classroom. The activity a) helps to foster student's motivation as the students are involved in the preparatory work, have freedom in selecting materials and using various sources; b) stimulates cooperative work and helps to create a positive environment; c) allows active vocabulary and grammar recycle and be successfully mastered; d) uses the integrate skills approach; e) helps to develop abilities to creative and critical thinking; f) assists in developing cross-cultural competence.

The thematic unit 'Cruise trip' can be used as an example of complimentary complex activity to the textbook in the Module 'Types of Tours: Traveling by air, sea and road'. Before the activity the student and the teacher as a facilitator do the preparatory work and decide which cruse rout and cruse company they select.

The internet is an ideal hunting ground for ideas. When the rout is selected the students map it and present as a part of a cruise company brochure. The next stages can be suggested as follows: 1. Checking in for the cruise. 2. Designing and discussing the patter (a daily guide to cruise activities). 3. Examination of the ship, facilities and services 4. Eating out on board. 5. Shopping on board. 6. Money

matters. 7. Booking and making city tours. 8. Entertainment on board. 9. Checking out and guest departure.

Every stage of the complex activity is based on integrated skills: speaking is linked with reading or listening which provides students with active vocabulary and models (listening to the TV announcement from the cruise director, listening to the tour guides at the excursions, listening to the partners' remarks in dialogues, reading the cruise brochures, guides, patterns, menus, instructions etc). Speaking skills are developed at different levels of proficiency: question/ answer complexes – comprehension check responses – scripted dialogue related to typical professional situations – presentations – discussions/ debates. Participating in discussions / debates requires demonstration of the ability to enter the discussion and logically put your idea into the conversation, to evaluate the communicative situation, to demonstrate abilities to behave as an independent and critical thinker as well as the abilities for cross-cultural communication.

1. Brinton, D. Content-based Instruction in Practical English Language Teaching. N.Y: Mc.Graw-Hill. 2003. – p.199 – 224.

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PROJECT WORK 'THERMAL TREATMENT'

Since translation is above all activity that aims at conveying meaning or meanings of a given-linguistic discourse from one language to another rather than the words or grammatical structures of the original, we should look at the shift (represents a significant development, particularly relevant to translation, and to communicative register-based approach to translation) of emphasis from referential or dictionary meaning to contextual and pragmatic meaning. The meaning of a given word or sentence is governed not only by the external object or idea that a particular word, a sentence is supposed to refer, but also by the use of that particular word or phrase in a particular way, context and effect.

Project-work 'Thermal treatment' aimed to clear distinction between the logical meaning or the lexical reference of a particular word and types of associated meaning which are equal to difference between the semantic and the communicative approach.

It is usually easy to find the conceptual or the pragmatic equivalent of a given word, but that type of meaning is not always clear in case of translation, because of crossing two different languages.

Specifically oriented discussing materials and visual supporting information are designed by tutors to widespread basic knowledge of the panel. Project activities in fact involve more than finding corresponding words between two languages. Words are only minor elements in the total linguistic discourse. The particular situation, practical visual application may have more impact on the audience than actual words. Indeed terminology is of the great, fundamental importance when we translate literary texts. Translation should operate or take place on the level of language use, more than usage. It has to be carried out in the way that given linguistic system is used for actual communication purposes but not on the

level of referential meaning or the formal sentence structure. Conveying information with the help of typical projects will be irrefutably evident, perspectives of increasing perceptual ability become inspirational.

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EDUCATIONAL DIRECTION IN THE PROCESS OF PROFESSIONAL FOREIGN LEXICS TRAINING

Under conditions of educational renovation in Ukraine the problem of training highly qualified engineering specialists capable to work on their own in the area of foreign language intercourse acquires special topicality. In this context foreign language significance as a means of professional intercourse for students – future engineers took on special importance. This problem requires a new approach to organization of foreign language teaching at higher technical establishments for the purpose of developing speech habits and practical skills while using foreign language professionally, creative thinking-in-words, cognitive processes as inseparable signs of future specialists. The training process as a component of the system is of great importance. As a leading force, it is realized in teaching process and defined by a lot of factors, such as: the character of educational content, the level of students' competence, teaching aids, etc. Instruction activity is dependent and that is why it demands careful planning for teachers' activity which is realized on the base of all-round analysis (conceptual, logical, psychological, didactic, methodological) of all the training constituents. It also finds its manifestation in the determining of educational content and proper cognitive and training exercises, methods of instruction (problematic and non-problematic), organizing forms of cognitive students activity (joint, group, individual), etc. By experience, the tasks supposed to use professional activity situations modeling are very interesting for students. The problem of professional situation use is very important in modern training, especially in forming of foreign language habits in professional intercourse. The solving of this problem will promote the introduction of new elements in training process, getting out of monotony, creation of intercourse atmosphere during the lesson, quality improvement of foreign language learning. Thus, pedagogical direction must be carried out step by step so that the students may master the whole complex of knowledge, skills and habits consequently in interesting and available form.

Nina Mishchenko

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USING TV NEWS IN THE CONTEXT OF CONTENT-BASED TEACHING

In the recent past a lot has been said about content-based approach to teaching and this content-based teaching (CBT) method has been considered to be one of the most useful and perspective methods in teaching EFL. CBT supporters stress that it is impossible 'to teach language as if it were a set of patterns or rules or interactions apart from the content' (Crandall 1997). Key questions arisen from this approach are

‘What content?’ and ‘How much content?’ CBT supporters say, ‘Don’t teach a second language, teach content in a second language’ (Rodgers 2003).

The necessity of content-based teaching and learning is especially acute for ESP students. The shortage of class-hours and requirements of professional-oriented language skills make it obligatory. All our syllabi and manuals are professional-oriented. No doubt language teachers cannot compete with the academic curriculum, and language lessons content is far from being as profound as traditional academic content. At language classes ESP students deal with ideas and concepts of their future profession but it is impossible to comprise entire scientific courses in content blocks. Much shorter blocks of interesting, meaning-structured units are highly productive in language learning. Even separate sentences used for teaching grammar ‘can be useful, interesting, and content-rich’ (Rodgers 2003).

In order to increase students’ interest to the content studied and to demonstrate its practical importance for improving communication skills it is of particular interest to use TV news and news from the Internet. The students of the environmental department, for instance, can easily find news concerning topics having learnt at the previous classes. In the course of discussion of up-to date information they have opportunity both to use professional vocabulary and grammar patterns and play games aimed to combine language studies with attempts to solve problems existing in real life. Such tasks and discussions can be considered as preparation for their future activity. Thus, learning materials chosen by teachers ‘need to be interestingly content-rich’ (Rodgers 2003).

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SOME ASPECTS OF CONTENT-BASED TEACHING

All teachers try to find their own way of teaching, creating various approaches and techniques as well as sharing their new experience and innovations with the colleagues. Ukrainian teachers are not an exception. Now it has become easier to do networking than before due to the development of the Internet and creation of different partnership projects and professional organizations like TESOL-International and its affiliates. Now Ukrainian teachers of English can enjoy an opportunity of participating in a big international professional community. The fact of Ukraine’s being a part of Europe and the world has recently gained its importance due to our country’s participation in Bologna process, which, in its turn, has become essential for our students’ adaptation to European and world realities. Hence, the teachers of English should get acquainted with the methods and techniques which have been successfully used by the teachers of ESL globally and try to adopt them skillfully to Ukrainian academic and professional environment.

It is known that ESP teachers face a lot of problems, and one of the most important issues is teaching content. We are surrounded by innumerable flows of information and it is quite a difficult task to find the one really suitable to the students’ needs. Sometimes it makes a big problem, especially for young teachers, to select the most useful and relevant materials and, which is also of great importance,

to find ways of presenting them in the most successful way for students of different levels and assess their progress.

The issue is devoted to some ways of presenting content-based materials and assessing students' progress, it is explained how these ways can be used to enrich language learning and teaching experience.

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TOWARDS CONTENT-BASED ESP/EAP INSTRUCTION

In revealing the nature of the language acquisition cognitive process and mismatch between the presentation of language content and the dominant mode of teaching, we concomitantly expose inadequate and inappropriate approaches to language acquisition. Moreover, the English language model is usually presented in artificial situations, role games (imagine...) with minimal exposure to authentic English language use. A thinking recipient will never take for granted any type of presented information, he/she sees the content of the presented language, relationships between linguistic phenomena with academic terminology of future profession. We fully agree with western experts that 'throughout the process, it is important that adult learners are actively involved needs assessment in choosing the direction and *content* of their learning' [Alexander, 1993; Holt, 1995; Isserlis, 1992; Wrigley & Guth, 1992].

The personality of a teacher can initiate creativity and inventiveness, making language a tool and a target of acquisition process. The teacher should have a comprehensive linguistic background, with knowledge of current developments and findings in general linguistics and in comparative and typological language research in order to present a wide array of linguistic facts, generalizing them in an the entire holistic picture and highlighting the origin of diversities. Moreover, he/she is to be aware of the current content of special/vocational/professional disciplines terminology. Competence in ideography, in clustering relative nominations of the same concepts of target language, but at the same time showing their diversity and irreplaceability, enables a teacher of language to ease the process of students' comprehension.

Thus, content-based instruction of ESP/EAP bridges the gap between the current process of language acquisition and future implementation of target language. Moreover, it fosters transdisciplinary research skills development and involvement in target discipline content.

Lyudmila Shevkoplyas

Chernihiv Taras Shevchenko State Pedagogical University

THE INFLUENCE OF EXTENSIVE READING ON LANGUAGE SKILL

Reading is one of the main skills students must acquire when mastering a foreign language. It is not only a means of developing language skills but also the way of increasing student's motivation, getting acquainted with the countries where the target language is spoken.

There are various types of reading, among which extensive reading occupies a special place. Extensive reading is not a casual, inaccurate reading, as it may seem sometimes. This is reading of large quantities of material or long texts for general understanding with the intention of obtaining pleasure from the text (Shvarts L. M., Egorov T. G.).

Reading comprehension skills are very important, as they can positively influence spelling, vocabulary knowledge, grammar, writing, speaking and listening skills and student's general knowledge (Sijbrandij N., Krashen S.). The following aspects are influenced by extensive reading:

1. Reading. The experiment shows that extensive reading improves reading speed and reading comprehension. It teaches learners reading strategies for understanding such elements as content, textual features and cultural background.
2. Speaking. Language experiences and emotions created by the text foster oral skills.
3. Writing. Reading leads to the overall improvement in the quality of writing.
4. Vocabulary knowledge. The reader learns to guess the meaning of the context, the derivative forms of the words, international words, compounds and so on.
5. Spelling. While reading students improve their spelling accuracy as a result of extensive reading procedure.
6. Grammar. The students with wider reading experience acquire a more developed grammatical competence.
7. General knowledge. Reading increases students' world knowledge, emotional intelligence, abilities to compare, make conclusions and facilitate a personal point of view.
8. Motivation. Reading about culture and people may lead to changes in attitude to target language learning, reading for pleasure.

Extensive reading procedure is an effective and pleasurable way of increasing knowledge of English, motivating students for further reading and developing competence in speaking, writing and listening.

5. TEXT LINGUISTICS AND DISCOURSE ANALYSIS

Svitlana Kot

Petro Mohyla Mykolayiv Chornomorsky State University

SPEECH BEHAVIOR OF WOMEN POLITICIANS. GENDER ASPECT

Over the last decades, there has been an increase of interest in studies focusing on the gender difference of discourses. One of the most important aspects of these studies is to analyze peculiarities of communication in same-sex and mixed groups. A number of researchers have shown that speech behavior strategies of men and women develop on the basis of patriarchal stereotypes reflected in the language.

Although considerable amount of research has been devoted to the general issues of gender roles, few attempts have been made to observe any changes of women's

speech behavior that happen as a result of the influence of ‘men’s’ job. It was thus of interest to investigate the sphere of politics. As statistics show, in 183 countries the average percentage of women in politics accounts for 15.4 %. As a result, it is mostly the ‘men’s world’ where men dominate and women have to adjust.

In general, the main speech behavior characteristic of politicians is confidence. Although women politicians demonstrate confident speech behavior, male politicians are yet more confident. Politicians often use speech acts of evaluation. This usage corresponds to the aim of political discourse to win over the opinion of people. According to the research data, women use speech acts of evaluation more often in comparison to men, thus they are more active and straightforward. Politicians can be either aggressors or manipulators in their speech behavior. The characteristic of the first type is individualism, ambitiousness, desire for domination. The other type, on the contrary, is characterized by objective self-esteem and ability to cooperate. No distinct difference between men and women was found there. Though usually women are considered to be more emotional, in politics, women’s speech behavior proved to be more reserved than that of men-politicians.

The findings of the study thus suggest that women in politics incline to show the same speech behavior as men do, moreover their discourse can be even more masculine than that of men, which is the indicator of the influence of the profession.

Victoria Sopachova

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SYNTAXEME AS A MINIMAL SYNTACTIC UNIT

During the last years, the functional approach towards linguistic units has gained a leading role. This also concerns syntactic units. Linguists try to take into consideration not only the sentence structure but also its semantics while analyzing sentences.

In recent researches syntaxeme has been recognized as a minimal syntactic unit. Still, there is no common definition accepted by all linguists. Such features of a syntaxeme are recognized generally:

- syntaxeme is a syntactic unit;
- syntaxeme has got semantics;
- syntaxeme is a sentence component.

There are different approaches as for such features of a syntaxeme as

- its being an elementary unit / its possibility to have additional semanticals;
- its being a one/double-sided unit (its having only semantics or both semantics and a plan (different forms) of representation in speech);
- its systems of variants in speech.

We argue that syntaxeme is a minimal elementary double-sided syntactic unit which has got semantics and is represented in the speech by a system of variants. The recognition of the syntaxeme as a double-sided unit gives the possibility to take into consideration both the semantics and the form of this unit. Thus syntaxemes can be expressed synthetically (with the help of one word) or analytically (by the combination of an auxiliary element with a main semantics-bearing word).

A syntaxeme as a minimal syntactic unit can be applied for analyzing sentences of both synthetic and analytical languages. Syntaxemes are also useful for teaching

English to Ukrainian students. Using the traditional division of a sentence into parts ('members') of the sentence, syntaxemes can be also applied for teaching a language.

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MODERN TRENDS IN DISCOURSE ANALYSIS USED IN A FOREIGN LANGUAGE TEACHING

Over the recent years the function and style language phenomena study is conducted in the frames of different discourse types peculiarities, the discourse being considered as a coherent text. The discourse typologization is carried out in two ways: vertical segmentation, according to the principle 'from general to particular', and horizontal one based on the social and ideological role of discourse subject. The former segmentation reflects the referential character of communication and, in this respect, the political, scientific, and other discourses can be differentiated. The latter supposes the social and ideological identity of discourse subject (trade, aristocratic, feudal discourses). Discourses are distinguished on the basis of an individual subject. The methodological basis of a discourse analysis is of great diversity.

The French linguists suppose this diversity to be influenced by different trends such as Dubois' transformation grammars, Filmore's case grammar, Benvenist's concepts, Voloshinov's ideas. In Bally's theory the French discourse analysts consider the language factors in social context actualization. The influence of structural semiotics is noticed as well (Bart's and his followers' ideas). Modern French linguist L. Guespin believes that there are reasons to consider the French school of discourse analysis as an independent branch.

Harris's transformation method is used in the analysis of ideological lexemes (classe ouvriere, proletariat, etc.) defined as the key ones. The social as well as pragmatic factors are taken into account in this respect (the presentation of the same material in different newspapers). Methodological settings of transformation grammar with its basic and optional structures are presented in the idea that discourses can be in definite transformation and paraphrase relations. A didactic discourse can be considered as an invariant of the basic one. All other discourses are the variants of the basic discourse. According to the French linguists studies (J.-B. Marcellesi, L. Courdes, J. Chavant) transformation as well as descriptive methods can be used in some stylistic research. The political discourse analysis takes a significant role in the research of J.-B. Marcellesi, L. Guespin, L. Courdes, J. Chavant. In recent years the French linguists have put the accent in their studies on discourse argumentation.

Different methods of discourse analysis definitely clarify its nature and provide the possibility to use it in a foreign language teaching.

Ol'viya Vysotska, Liudmyla Hornostay

L'viv Ivan Franko National University

FEATURES OF DISCOURSE

There are several principles which we use (follow) in discourse. First of all, we

are to explain the term *discourse* in our understanding. Discourse is any connected series of statements, either written or spoken (the explanation is given according to Vysotska O. English-Ukrainian-Russian Wordpower Dictionary of Psychology. – L'viv, 2007. – P.56.).

We mean texts and conversation while speaking about discourse. A subject of our investigation in this thesis is a process of organizing of information when we speak or write and the implications of this for grammar and vocabulary and other discourse features such as stylistic devices, the choice of words appropriate to their context of use, the use of linking words between sentences.

Thus, we are going to investigate discourse in two main directions such as ordering information and discourse devices.

Investigation of ordering information is divided into information principle, end-weight principle, focus, contrast and emphasis and manipulating grammar and vocabulary.

Main attention in investigation of discourse devices is paid to linking expressions, reference, parallelism and appropriate language.

Lyudmyla Zhuk

Kharkiv Petro Vasylenko National Technical University of Agriculture

INAUGURAL ADDRESS AS A SAMPLE OF PERSUASIVE DISCOURSE

For many of us, the word persuasion calls to mind the manipulative tricks of our century advertising, politics, and propaganda. Yet, though, persuasion can be more emotional form of speaking than exposition or argument, there is also no reason why persuasion cannot serve the equally sensible and honorable end of encouraging. Barack Obama's inaugural address is a vivid example of it.

On such ceremonial occasions as inauguration persuasion amounts to inspirational statements which people are expected to apply to their own individual circumstances. The message displays the speaker's attempts to solidify his relationship with the audience by frequently acknowledging the audience's presence: *But above all, I will never forget who this victory truly belongs to – it belongs to you; This is your victory; I promise you – we as a people will get there; It cannot happen without you; ... we rise or fall as one nation; as one people; Our union can be perfected.*

The President nearly in all paragraphs of his message includes specific reference to the audience present using the personal and possessive pronouns *you*, *your* and *we*, *our*. It creates a prevailing sense of intimacy in his message; it means he emphasizes the common interests and aims. He sounds modest, reasonable, and candid. His speech is based on appeals to the audience's emotions, contentment, desires, hopes, and the like. He takes into account the points of view of others, has a practical grasp of complex problems, and reaffirms the necessity of changes expected by people – voters: *... to put our people back to work and open doors of opportunity for our kids: to restore prosperity and promote the cause of peace.*

By identifying himself with the American nation and focusing on areas of agreement, the President is more likely to persuade each member of society to follow his recommended course of action.

6. FOREIGN LITERATURE: INNOVATIVE TRENDS IN ANALYSIS

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PORTRAIT DESCRIPTIONS IN NOVELS BY DAN BROWN

More than 70 portrait descriptions in the novels ‘The DaVinci Code’ and ‘Angels & Demons’ by Dan Brown have been comprehensively studied with the aim to single out and theoretically substantiate the composition and linguistic peculiarities of portrait description as a variety of narrative – compositional form ‘description’. The research is topical due to the anthropocentric tendency of modern text studies, the interest of linguistics towards the specific features of inserting portrait descriptions into the text in accordance with the genre, historical background, individual style of the author. Portrait descriptions of the main characters (Robert Langdon, Sophie, Vittoria, the assassins) have been analyzed from the point of view of their structure, vocabulary, stylistic devices, morphology and syntax. It has been found out that the following lexical stylistic devices are widely used in portrait descriptions: metaphor, metonymy, epithet, comparison, irony. The most frequently used device is *epithet*, for example: *metallic and cold voice; chestnut skin; almond-scented hair; insect eyes; radiating charisma; verdant eyes; a barrel-chested man; a doe-eyed brunette; ghostly eyes; devilish smile*. We have also come across the *hyperbole* – Langdon had ‘*three loves in his life – symbology, water polo, and bachelorhood*’. The examples of *comparison* are numerous. The people, their behavior, movements are compared mostly with animals, therefore, zoosemism vocabulary is included in the description, for example: *the assassin’s hand was ... sifting through the carcass like a hungry python; moved... like a stalking lion; padded the length of the hallway like a panther; moved like a weary animal; eyes were cloudy like those of some nocturnal mammal; carried himself like an angry ox; fluid as a cat; her eyes went white, like a shark about to attack*. In some comparisons we can find the names of objects, rocks and substances: *eyes ... black like oil; eyes looked lifeless ... like two gray stones; eyes stubbed like bayonets; voice was like steel; voice was emotional and crystalline, like a violin*. In the above examples we also find *metaphor*. Among syntactical structures we can mention rhetorical questions, inversions, detachments.

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POSTMODERNISM DISCOURSE

The term ‘postmodernism’ was first used in the 1950s by critics concerned to describe what they perceived to be new kinds of literary experiment arising out of but moving beyond those of cultural modernism.

As a cultural movement, postmodernism is an aspect of postmodernity, which is broadly defined as the condition of Western society after modernity. The features of culture that have contributed to postmodernity include globalization, consumerism, the

fragmentation of authority and the commoditization of knowledge. According to Lyotard, postmodernity is characterized as an 'incredulity toward metanarratives', meaning that in the era of postmodern culture, people have rejected the grand, supposedly universal stories and paradigms such as religion, conventional philosophy, capitalism and gender that have defined culture and behavior in the past, and have instead begun to organize their cultural life around a variety of more local and subcultural ideologies, myths and stories.

Postmodern literature argues for expansion, the return of reference, the celebration of fragmentation rather than the fear of it, and the role of reference itself in literature. While drawing on the experimental tendencies of authors such as Ernest Hemingway and William Faulkner in English, and Borges in Spanish – writers who were taken as influences by American postmodern authors such as Thomas Pynchon, Don DeLillo, John Barth, William Gaddis, David Foster Wallace and Paul Auster – the advocates of postmodern literature argue that the present is fundamentally different from the modern period, and therefore requires a new literary sensibility.

Postmodernism argues that what we call knowledge is a special kind of story, a text or discourse that puts together words and images in ways that seem pleasing or useful to a particular culture, or even just to some relatively powerful members of that culture.

Alisa Mykolaychuk

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BIBLICAL ARCHETYPES IN W. FAULKNER'S NOVELS

As an important representative of the Southern Literature in the 20th century America Faulkner in his creations borrows and adopts thinking traditions and literary expressions of the Holy Bible. From his novels, the major themes of the ancient Bible, such as sin, depravity and salvation of human, can be found frequently; they are also major concerns of his novels revealing the contradictions and conflicts of the good nature and the wicked nature of mankind.

In the *Sound and Fury*, the structure of the story is perfectly balanced and symbolically paired with the Passion of Christ (the three days are Good Friday, Holy Saturday and Easter Sunday). And the Passion of Christ is used to allude to the real life. *Light in August* transmits Faulkner's borrowings of the theme of the New Testament. Joe Christmas, leading character of this novel, is used by Faulkner to allude to Jesus Christ. The writer draws an analogy of Christmas' being executed to Jesus' crucifixion, so as to tell the readers how the weakness of humanity, such as prejudice, ignorance, bigotry and intolerance, produces tragedies.

As *I Lay Dying* opens out such a frame before us: Addie Buddren lies dying in her bed in her family's farmhouse. Her husband Anse keeps his promise on the request of Addie, i.e. to bury her after her death in Jefferson, where her 'people' were from. This may easily remind us of the stories from Genesis of the Old Testament. When the time drew nigh that Israel must die, and he called his son Joseph, and said unto him, 'bury me not, I pray thee, in Egypt. But I will lie with my fathers, and thou shalt carry me out of Egypt, and bury me in their burying place' (Gen. 47:29 – 30). The writer endows the mourners and the funeral journey with obvious allegorical colorings. The evident influence of the Old Testament to the novel *As I Lay Dying*

can be traced from, from the foreshadowing of the plot to the use of language style. To Faulkner, evil breaches humanity, and it is the biggest betrayal of morals, while good/righteousness is the reservation of the bright side of humanity. Faulkner's standard of morals comes from the Christian ideology of humanity.

Alisa Mykolaychuk, Tetyana Marchak

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SOCIOHISTORICAL AND ETHICAL DOMINANTS OF THE MOTIF COMPLEX SOUTH IN EARLY FAULKNER'S NOVELS

The South where Faulkner came of age was already a haunted place, since whatever grandeur it once possessed was definitively a thing of the past, destroyed forever in the Civil War though with little resemblance to the rural culture Faulkner limned: an agrarian universe of often poor but always proud whites, with a few decaying genteel families hanging on to power, with loyal blacks playing their long-defined roles as servants and laborers. As historians have pointed out, we cannot understand the attitudes of early-twentieth-century Southern culture unless we realize how much had been wrecked and altered by the collapse of the antebellum system, how much psychic damage was done during Reconstruction. It is not amiss to say (as critics have said) that the South is the only part of the United States to have known military defeat and occupation. Such a perspective helps us to understand the obsession with the past that governs Faulkner's view of both society and psyche. In this he goes profoundly against the grain of many cherished American myths, most notably the dream of an open future and a clean slate, the forward-looking ideal of freedom that still fuels American ideology. Faulkner will gradually elevate this view of an all-powerful past into a grand scheme, as he works out the myth of the South.

Jean-Paul Sartre, writing about *The Sound and the Fury* in 1947, memorably defined Faulkner's distinctive outlook by comparing the novelist's vision to that of a man standing in a moving convertible, looking backward: Such a person will see an ever-growing vista behind him; such a person is structurally unable to see what is in front of him. At the beginning of his career, race relations in the South are simply part of the backdrop of the stories he wants to tell. But, certainly from *Light in August* on, Faulkner increasingly realizes that race is the great fault line of his culture, the condition that he explores ever more painfully and profoundly in the books to come, with the inevitable caveat that he explores them as a white man, indeed as a Southerner.

Pavlo Shopin

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THE EVOLUTION OF THE PYGMALION MYTH THROUGH TIME AND ITS MODERN INTERPRETATION

Works of art are the main source of cultural phenomena which enter the public sphere and transform it in the diachrony of language and culture development. They embrace preceding mentalities of different eras and are part and parcel of transcultural flows. Ancient artists built the grounds for the modern European arts and the study of

one of the most symbolic ancient artistic myths may help scientists understand the evolution of the Western creative mentality. Thus, the purpose of the project is the study of asymmetric interpretation of the Pygmalion myth in different cultures and at different times and analysis of the Western mentality reflected in the myth.

The research demands complex methods to be used and envisages a highly interdisciplinary approach which involves cultural studies, cognitive sciences, gender studies, linguistics, literature, literary criticism, psychology, semiotics, sociology, etc.

According to the hypothesis of the research, there are two opposite tendencies in the evolution of the Pygmalion myth, which will be studied on the basis of literary works, visual arts, works of music and other cultural phenomena, and they both correlate with the transformation of the modern mass consciousness. Firstly, the contemporary interpretation of the myth reveals the archetype of the almighty mankind, the all-potent creative human being which is the core basis of the European mentality, stemming from the Renaissance period, and perhaps the main factor of the Western domination. Secondly, the work is given priority over the artist and thus the Western mentality has started the process of dehumanizing the act of creation which is becoming one of the most salient features of the modern public spheres.

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LITERATURE OF GREAT BRITAIN AND AMERICA AS A COURSE IN HIGHER EDUCATION ESTABLISHMENT

English Literature course in higher education in Ukraine at English language departments unfortunately is usually considered to be a minor course. Each year the number of hours assigned for this course is reduced. Teachers find themselves in such conditions when they must give students a lot of materials during of short course. In this situation they need more improved strategies of teaching literature. The method when one student answered a question at the seminar is no longer effective. The course of English literature should be seen not only as the one which develops students' knowledge of literature and culture of English speaking world, but it also must develop their knowledge of language and of course their critical thinking. In this case one of the best ways to achieve the goal is to provide discussion of the text when all students participate in it. But there are still some moments which should be taken into consideration by a teacher. When having a discussion of the literary work, teacher should ask students which have disputable points. Then students start to be interested in the subject of the discussion and prove their points of view to each other. Problem solving questions can make the discussion dynamic. Moreover, students have to prove their points by providing necessary quotations from the text which is studied. In this way students are taught to be argumentative. Students also should remember that discussion of the text is not a retelling, but it is the way to find out the reasons of things described by the writer. So while discussing a plot of the novel, teacher should not ask questions like 'What happened?' or 'What did the hero do?...' On the contrary, questions must be: 'Why it happened?' or 'Why did he do that?' etc.

The participants of such discussions would be less cognizant of the views of certain critics, but they would also be far better readers with a more active and

independent approach to literary texts. It will help them to develop and practise their critical and analytical skills, which are necessary for a highly educated person.

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BORIS AKUNIN'S DETECTIVE NOVELS IN THE LIGHT OF RECEPTIVE AESTHETICS IDEAS

The analysis of literary works from the receptive aesthetic point of view is one of the latest trends in Comparative literature. The dominating idea of this approach – the literary text can be 'realized' only in the process of contact between a text and a reader – attracts attentions of many critics and researchers. Due to the receptive aesthetics study any text can become the object of the analysis, including the works of mass literature; as the ideas of the approach break with the conceptions of art dependence on socio-historical context, introducing in the sphere of analysis the reader and the society. According to this approach any literary work is the product of historical situation and depends on the position of an interpreting reader. This approach allows broadening the frames of texts analysis, considering the position of the reader.

The object of our research is the works of popular modern writer Boris Akunin, whose texts are aimed at meeting the needs and tastes of different types of readers. He was the first writer in the tradition of Russian mass literature who decided to create a novel, interesting for the native and demanding reader at the same time. In our investigation we have found out that in B. Akunin's detective novels original texts are transformed, at times they are parodied, complicated by a number of original subject lines. The prevalence of 'quote-reminiscential' model of plot-making is typical for the modern literature, which is connected with the decoding of the concepts: 'mine' and 'borrowed', simultaneous orientation to the elite and mass reader. For the form of intercultural dialogue, which is carried out in Boris Akunin's detective novels, the continuation of tradition as well as its ironical reconsideration when the original texts can be easily recognized by the reader, when the texts get new meanings is typical. All the devices that the writer applies in his texts, are of great interest for the receptive aesthetics analysis and deserve more detailed consideration.

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POETICS PECULIARITY OF MARY SHELLEY'S 'TALES AND STORIES'

Mary Shelley has been remembered chiefly as the author of *Frankenstein* and the wife of Percy Bysshe Shelley. In his short introduction and notes, Charles E. Robinson provides a critical appreciation and elucidation of the tales. Most of Mary Shelley's short narratives were first published in *The Keepsake*, the most enduring (1828 – 57) and popular of the nineteenth-century annual gift books. *The Keepsake* published the most celebrated writers of the age, among them Wordsworth, Coleridge, Byron, Shelley, Scott, Dickens, Tennyson. The tales abound in highly dramatic situations. A bastard brother usurps the place of a nobleman, condemning

the legitimate brother to the galleys. To avoid being shot, a girl changes clothes with her sister, a nun, and inherits with the nun's habit a lifetime of seclusion behind convent walls. In order to dream about the future, a heroine dares to sleep on the St. Catherine's couch, a narrow ledge of rock hanging precipitously over the raging winter torrent of the Loire. Levers wend their star-crossed way to blissful union or eternal despair. Brigands, pirates, smugglers, distressed damsels, darkly ambitious villains, and knights *sans peur et sans reproche* crowd thickly over the pages. Yet Mary Shelley's intense and incandescent writing easily persuades the reader to a willing suspension of disbelief. Many of the tales have overtones of science fiction. A seventeenth-century Englishman, Mr. Dodsworth, buried in a glacier, is reanimated more than a century later to confront a vastly changed world. A man in whom the aging process has been suspended by alchemy encounters, is not an immortal bliss, but he has to suffer all the torments of living with a wife who ages into a querulous, jealous old woman while he remains young and handsome. Perhaps the most gripping account of transformation occurs when a rash young man trades bodies with a misshapen dwarf. His sense of horror as he perceives his new, grotesque shadow with its long spidery arms is chillingly conveyed. Springing from the cultural matrix of English Romanticism the tales reveal the new sensibility of the age – the overflowing emotion, the enthrallment with legend and romance.

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FOSTERING EMOTIONAL INTELLIGENCE THROUGH LITERATURE

Literature sometimes is stereotypically viewed as a written form of language, far removed from the real life everyday communication. But experience proves it can be an effective tool in learning foreign languages. On the one hand, literature represents valuable authentic material, representing grammar structures, speech patterns and vocabulary in context.

On the other hand, it gives the reader an emotional and personal experience and fosters emotional intelligence.

Children develop emotional intelligence during the early years of life. Emotional intelligence is associated with academic achievement and personal relationships. Emotional intelligence is defined as 'knowing what one's feelings are and using that knowledge to make good decisions'. The ability to empathize develops as a result of experience and interaction with others. However, today's children sometimes seem to lack the ability to empathize, negotiate, co-operate. It can have negative consequences on their academic achievement and their interpersonal relationship. These factors may lead to behavior problems, alienation, and perhaps even aggression and violence.

Therefore, there are a number of good reasons for using literature in class, in particular, the potential of literature to nurture emotional intelligence and caring communication. A learner who lacks personal experiences with empathy may, through repeated experiences provided by literature, develop some readiness for empathy. Carefully introduced literature may introduce the learner to the language of empathy in English speaking countries and thus facilitate recognition and expression of empathic feelings.

Literature will also promote language learning by enriching a learner's vocabulary and modeling new structures. Quality literature provides models for rich natural language and can be helpful for understanding the target culture and training cross-cultural competence.

7. METHODS OF LANGUAGE TEACHING AND LEARNING

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TEACHING ENGLISH WITH SONGS

Songs are among the best ways of teaching a foreign language. They are an invaluable tool in creating a learning environment, building listening comprehension, developing speaking, reading, and writing skills, as well as increasing learners' vocabulary and expanding their cultural knowledge. Music promotes conversation since songs are based on great topics, such as love, jealousy, friendship, money, and many others.

Listening to songs develops in the learner understanding of English speech. One way to advance learners' listening skills is to offer them an activity in which they are asked to identify wrong words put by the teacher in a stanza. Students listen to the song, find these words and correct them. Another way of enhancing learners' listening skills is to remove all rhyming words in a stanza and put them in a box. Students first match the words which rhyme, then listen to the song and insert the rhyming words in the lyrics. Yet another way to facilitate learners' listening abilities is to challenge them to discover reductions, accent and dialect variations in songs.

Pop songs use high frequency words. This makes them an effective instrument for learners' *vocabulary enhancement*.

Sample vocabulary building activities may include the following tasks: 1) Listen to the stanza of the song and fill the blanks with the words from the box; 2) Listen to the stanza in which some words have been misplaced. Spot them and write the lines in the correct order; 3) Put the lines of the chorus in the correct order; 4) Find the word that matches the definition; 5) Match the words from the stanza to their antonyms; 6) Match the words from the stanza to their synonyms.

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USING THE NEWS IN THE CLASSROOM

Teaching is a transformational process in the sense that it modifies us continuously, and teacher educators at the university level must provide the leadership needed to revamp their own programs. News, press, e-mail communication and Internet availability, influence both teachers and learners in profound ways. These media can be profitably used to provide training that is not only site-based, but also contextual and specific to the individual needs of the students.

The classroom should be an extension of the learner's world. In an everyday situation the learner is exposed to both written and oral information coming from the press and TV. The students are given practical tasks oriented to enhance their thinking power and develop their critical skills. The teacher should decide when it is the most convenient moment to expose the students to mass media information. Teachers should consider text structure, length, linguistic difficulty (including vocabulary), and content. Attention should also be drawn to the discovery of the macro structure of the whole text. The learner should be able to recognize different patterns, such as a presentation an argumentation or debate, or a sequencing of events presented in a narrative text. A teacher may begin with a review of the current news. Discussion may focus on issues and trends unfolding in the news.

Topics about human condition, family relationships, education, environmental problems, or issues of everyday life, provide interesting material as long as they are universal enough to be understood. The learner is actively involved in solving problems through hands-on tasks that involve locating and extracting specific information, matching, sequencing, selecting appropriate answers, agreeing / disagreeing with certain statements, taking notes, summarizing, and so on. Using the traditional five Ws as the basic procedure the students are gradually lead to the general and then to a more detailed comprehension of the text in question.

Finally, the learners should be able to give one of the many possible versions of this interpretation: their own, based on the material that has just been read.

Maryna Herasymenko

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CRITERIA FOR SELECTING TEXTS FOR SKIMMING READING

Reading has always been a significant component of cultural, spiritual and social life. As students move into their 3rd year of studies, they are faced with the problem to use a number of texts in new and different domains. These texts should be engaging and challenging and on a range of topics. Appropriate texts provide models from which to learn as well as opportunities to practice. The term 'appropriate texts' is used to describe texts which have features that make them more accessible for students. The focus of interest in the reading lesson is neither language nor content, but both of them together as students should learn how language is used for conveying content. That is why criteria should be organized into characteristics of the language, layout and content and these criteria provide guidelines when selecting texts. Obviously, a text should be at the right level of difficulty for students. The proportion of new lexical items depends on the aim of reading. In our case, it is to teach students to differentiate and get only important information from the text ignoring unknown words if they do not interfere with understanding. So texts should not contain many new words. If there are many, students will be continually distracted and will very likely slow themselves down by referring to a dictionary, which is not the aim of this very reading. Another criterion for selecting texts should be the inclusion of a variety of texts on the familiar subject to appeal to the students. It is very difficult to do good work with a dull book. For skimming reading it is necessary to select material not only interesting but worth spending time on. Of all

things above, exploitability is arguably the most important after interest. A text that can not be exploited is of no use for teaching even if students enjoy reading it. When students exploit a text, they make use of it to develop their competence as readers.

As it was mentioned above, when selecting texts it is necessary to consider the following aspects: the level of students' literacy skills, students' prior knowledge and experiences, students' interests, the supports and challenges of the text. Texts should provide a framework that gradually introduces strategies required for skilled reading.

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CREATIVE METHODS FOR DEVELOPING STUDENTS' NEEDS TO LEARN FOREIGN LANGUAGE

Language education includes not only the teaching and learning of the target language but also development of students' needs to learn a foreign language. For some time teachers of foreign languages have paid great attention to developing communicative competence of students. Students' ability to engage in conversational interaction in the target language is one of the most important goals of teaching foreign languages. There are a lot of creative techniques to develop monologue speech of the students using printed texts as the stimulators.

These techniques are more stimulating and attractive for the students than working with classic of printed texts. As an example a teacher may give students the task such as to create a row of pictures which help them to tell the story, to create a new story or to create the end of some story. The other variant of the tasks may be to draw the plan of the students' dream office of and to make up a story about what the office is like, how many departments it consists of, what the duty of each department is, how many people there are, etc.

Developing monologue speech teachers should not forget about developing interactive speech. The tasks for developing this practice can also be done with the help of creative tasks. One of the most popular tasks is to make up a dialogue according to the definite situation. But it is not the only task which can be offered to the students. There are a lot of other creative tasks, such as to develop situations when the students are the members of some organization and they have to take a decision as on a controversial subject and defined different opposing positions.

Developing monologue or interactive speech teachers should remember that one of the most important tasks is to form students' motivations to learn the target language.

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TRAINING EFFECTIVE PROFESSION-ORIENTED READING

The final goal of profession-oriented foreign language learning is the learners' ability to communicate effectively in their future professional sphere. As the frames of existing curricula suppose limited hours of practical language training, and teaching German the lecturers very often suffer from the lack of appropriate German

language textbooks, the profession-oriented reading is becoming one of the most dominating and valuable element among the traditional four basic language skills. It demands a language teacher's flexibility and creativity to select the most adequate authentic materials and develop a learner oriented tasks.

Profession-oriented authentic texts, if they present modern trends in the development of a learner's professional sphere, reflect a target language phenomena as well as give examples of cultural experience, are not only the valuable source of information, but significantly enrich a learners' active vocabulary, train their comprehension skills, and highly motivate a language learner, as such a content-based approach responds to the basic learners' needs in the most efficient way.

To prepare learners to work with professional literature, to simplify and enhance the process of understanding, it is reasonable to develop a complex of pre-reading exercises giving the chance to get acquainted with professional terms and active grammar structures. It is worth mentioning that exercises aimed at expanding vocabulary through word derivatives or synonymous words or structures are of great value. The post-reading exercises should be developed in such a way that they will be able not only to draw learners' attention to some key aspects mentioned in the text under consideration, but give them ability to express their attitude and give the feedback to the problems discussed. Finally, a complex of revision exercises should be followed, in which new professional terms can be used in different language context. It will not only fix these new terms in learners' memory, but provide language learners' flexibility while working with new unfamiliar texts in their future professional field.

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CRITERIA FOR UNIVERSITY STUDENTS' INTERCOURSE ASSESSMENT

The most striking assumption made by scholars is that teaching oral intercourse should begin with dialogue though it is unpredictable because of being formed in the process of communication and not planned beforehand. Dialogical speech can also be characterized as changing the roles of a listener and a speaker by turns, where the utterances are connected consistently and successively. But while teaching oral intercourse we should be aware of our students' progress.

The goal of this paper is to try and determine the criteria for students' intercourse assessment. To evaluate the skills of intercourse a teacher offers two students to think over and then to act out a dialogue. Each student gets a mark according to some definite scale.

Evaluated are the following skills: 1) to demonstrate the proper level of knowledge of the topic, to stick to the topic; 2) to act out the dialogue according to the suggested situation and the communicative task; 3) to know and use the dialogic units to stimulate the talk, to keep and finish it; 4) to be able to give reasons, to be understood, be a convincing interlocutor, to understand the possibility of different points of view; 5) to follow the rules of intercourse (not to interrupt the interlocutor, to encourage him to express his point of view, to listen to him attentively, to be able to express disagreement without hurting the interlocutor, etc.); 6) to stick to the language rules (grammar, lexical, stylistic) of modern English.

It is important to know objective and adequate criteria of intercourse assessment for a teacher to successfully monitor the process of its formation. The intercourse skills assessment has four levels. Each level is differentiated depending on such criteria as the content of the dialogue, language competence and following the rules of communication.

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INTERACTIVE STYLES AS A MEANS OF EFFECTIVE ESL TEACHING

In the new age of ESL education, interaction has become one of its core components. The concept 'interaction' has been thoroughly studied and developed by such researches, as Leo Vygotsky, Leo van Lier, David Nunen, Kenneth D. Moore, H. Douglas Brown etc. They define 'interaction' as a co-operative work, the result of which lies in the completion of common linguistic task, and in the production of positive interpersonal effect of the participants of co-operation.

According to Kenneth D. Moore¹, teaching is not a matter of teachers talking and students listening. Effective teaching implies various interaction styles of teacher-student co-operation that are to be skillfully designed. There are four basic interaction styles: 1) teacher-group; 2) teacher-student; 3) student-student; and 4) student-group.

- Teacher-group style presupposes the work of a teacher with the whole group of students. It should be used when a lecture is given or a presentation of new language material is being made.

- Teacher-student style underlines the work of a teacher with a particular student. It is often called 'The Ping-Pong style'. It reduces the teacher-student communication to the teacher's questions and the student's answers.

- Student-student style requires the work of single students in terms of one student's questions/ comments, and another student's clarification / explanation. This style frees the teacher from a controlling role in the class, and lets students take part in peer education.

- Student-group style suggests the leadership of one student. The task of a teacher is to create a comfortable environment in the classroom, where one student could lead and the others could be led by him or her.

To sum up, effective ESL teaching is best realized through creative combination of four interaction styles.

1. Kenneth D. Moore. Classroom Teaching Skills. McGraw-Hill. 4th edition., 1988. p.p.11 – 245

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INFORMATION AND COMMUNICATION TECHNOLOGIES IN THE TEACHING OF ESP

The use of technology plays an important role in ESP teaching for it increases student motivation and improves their language skills. Technology includes cameras, audio equipment, computer technology, video equipment, overhead projection devices,

scanners, printers, CD equipment – almost any device that can access, present, manipulate and communicate words, sounds and images to enable us to create meaning. English instructors have always used some technology but the development of digital technologies has opened up new and exciting possibilities.

There are two kinds of reasons for using computer technology in English. First, there are the benefits to instructors and students from including computer technology in any learning area.

For students ICT can: 1) be very motivational; 2) be the source of a significant amount of reading, listening material; 3) be fun – and when it's fun you learn; 4) be a useful tool to explore and collect information, and link up with the others globally; 5) help students to produce excellent published work; 6) empower students as they acquire the necessary skills, knowledge and attitudes for lifelong learning and creative problem solving in the information age.

For instructors ICT can: 1) allow for the easy production, storage and retrieval (reuse) of prepared materials such as certificates and work required sheets (assessment, tests...); 2) provide free communication with other instructors or students irrespective of distances; 3) help instructors find information easily, provide access to authentic, up-to-date material on variable topics; 4) assist and complement traditional teaching (but not replace it); 5) make transferring information simple allowing to spend classroom time more effectively; 6) empower instructors providing professional development opportunities and support to undertake the challenge of using ICT for curriculum and pedagogical innovations, and to facilitate, guide, administer and assess learning.

Secondly, there are the challenges and opportunities presented by ICT that make it an increasingly important part of English in particular. These include: 1) the emergence of new kinds of texts and the consequent need to teach students to create and use these texts effectively; 2) changing social practices associated with communicating via computers and the consequent need to teach students how to make judgments about appropriate use of different avenues of communication; ICT can facilitate communication among schools, teachers, parents and students; 3) the pervasiveness and power of texts created through computer technology and the consequent need to teach students to be critical readers and viewers of such texts; 4) allowing non-native speakers to interact with native speakers; 5) enabling people leaving far apart to come together and form communities.

1. David Gordon Smith, David Smith, Eric Barber Teaching English with Information Technology. Modern English Publishing.

2. Empowering Learning and Teaching with Information Technology. Education and Manpower Bureau, July 2004.

3. <http://wwwfp.education.tas.gov.au/english/technology.htm>

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REFLECTIVE LEARNING THROUGH STORYTELLING

Storytelling is a widely spread tool in teaching English to young learners and secondary-school learners. It is less common at higher educational establishments though research proves that it is no less cost-effective there.

If we take into consideration the main stages of storytelling (story finding, story telling, story expanding, story processing and story reconstructing), we can clearly see that they correspond to the five stages approach in learning and students reflect on the world around, on themselves and their learning. Storytelling model serves aims of cognition and makes the meaning of the events described in story shared and interpreted. Reasonable and meaningful connections based on students' life and learning experience pave the road from surface to deep learning.

Not to miss the learning opportunities, all questions should be answered and conflicts resolved. But not any type of question is meant. The so called 'known-information questions' guarantee checking surface understanding only. Deep learning is involved by the following types of questions: listing (a kind of brainstorming), imagining, perspective taking, being, relating and transforming questions. The specific features of working with every kind of questions in a formal learning setting are considered at length during the presentation.

Storytelling processes contribute to the development of professional knowledge and skills as any teacher-trainee needs storytelling abilities to explain things at a lesson, to practice students' skills (vocabulary, grammar, speaking and listening comprehension in particular, integrated skills). The role of the storytelling method in developing each of the enumerated skills is analyzed.

The stories that appeal to students are connected with their experience or current interests and often involve emotions. Learning takes place through listening to stories, telling stories and participating in reflective discussions.

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USING MASS MEDIA MATERIALS IN ESP CLASSROOM

Mass media provides excellent authentic resources for learning English. The media materials can be used to enhance reading, writing, speaking, and listening skills. Using newspapers, radio and TV programs, the Internet materials also expands vocabulary and the knowledge of grammar.

The materials for classroom should be socially important, current and interesting so that to allow capturing students' attention, developing expertise in reflecting their ideas, justifying their responses.

There are vast fields for teachers' creativity in the lessons development which can be built up either on different materials from different media and aimed at different skills development or based on one newspaper article only. Materials can be proposed by the teacher or prepared by students as a home task. Special news vocabulary and grammar can be pre-taught or being developed at the lesson. The materials can be read, listened to, viewed, discussed, worked out in small groups etc. Students even may try to write their own newspaper articles, letters to the editor, compose interviews, create newspapers.

For example, the following steps can be suggested for writing a new story based on a current event: 1) Topics brainstorming. 2) Possible structure of a paper: What is the event? When did/will it happen? Who participated/will participate? Where

did/will the event take place? How... questions depending on the topic; Why did/will the event take place? Then – questions on results, influence, conclusions. 3) Writing preliminary notes. 4) Writing stories. 5) Stories can be read, displayed, discussed, compared, and even published in a class newspaper.

Using a wide variety of media materials in ESP classroom gives a real chance to develop students' skills. Along with language learning students can develop their general knowledge, mental outlook, features of well-informed, effective, and responsible citizens.

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USING SITUATIONAL DIALOGS FOR PROFESSIONAL COMPETENCE TEACHING

In the epoch of audiovisual and multimedia methodologies conversational as well as professional dialog is not only of great value, but is becoming the main element of teaching, especially at the initial stage of a foreign language learning. Practicing reading or listening comprehension activities a learner perceives a target language as it sounds in a real life communicational situation. At present almost all language teaching methods are based on a dialog form of communication. It is absolutely evident that this form is constantly changing becoming more flexible, better illustrated, and more user oriented. With their diversity dialogs can be considered as the most powerful source of communicational situations, their participants being of different age, social and professional groups. Through the dialogs, reflecting realistic situations, the learner is provided with the opportunity to enlarge his or her active vocabulary in a wide spectrum of social contexts. The diversity of every day conversation techniques comprising such aspects as setting a contact, arguing the problem, keeping logic, providing mutual understanding and achieving the objective is carefully examined by professional communication specialists. The communication competence supposes the ability to use efficiently the following conversational modes: how to start a conversation and how to choose an appropriate form, how not to dominate the conversation but contribute to get the conversation going. To develop communication skills of ESP students it is of great importance to use the dialogs based on professional communication situations: formal and informal communication, business communication where participants are of different superiority level or different nationalities, communication with clients or colleagues. The significance of professional communication competence cannot be overestimated as the primary goal of ESP students teaching is to provide the acquisition of knowledge which guarantees the success in learners' future professional field.

8. TEACHING VOCABULARY

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VOCABULARY IN ESP

The importance of the teaching of vocabulary in ESP is now widely accepted. In discussing the teaching of vocabulary of ESP it has often been said that the teaching of technical vocabulary is not responsibility of the teacher and that priority should be given to the teaching of 'semi-technical' or 'core vocabulary'. We believe that the situation with regard to the teaching of technical vocabulary is rather more complicated than the simple notion that 'the ESP teacher should not touch it'. In general we agree that it should not be the responsibility of the ESP teacher to teach technical vocabulary, in certain specific contexts it may be the duty of the ESP teacher to check that learners have understood technical vocabulary appearing as carrier content for an exercise. It may also be necessary to ensure that learners have understood technical language presented by a subject specialist. In any ESP exercise which exploits a particular context, that context will use certain technical vocabulary. It is important that both the teacher and the learners appreciate that this vocabulary is acting as carrier content for an exercise, and is not the real content of the exercise. The teaching of vocabulary in ESP follows similar general principles to those in EGP. It is important to distinguish between vocabulary needed for comprehension and that needed for production. In comprehension, deducing the meaning of vocabulary from the context and from the structure of the actual word is the most important method of learning new vocabulary. For production purposes, storage and retrieval are significant. Various techniques have been suggested for storing vocabulary: the use of word association, mnemonic devices, that is, the use of visual images to help remember a word. Different learners favor different techniques, and it is important that teachers encourage learners to find out what works best for them.

Alla Chernets

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THE PERSPECTIVES OF LEGAL TERMINOLOGY TEACHING

Considerable social transformations determine deep changes in the educational programs, development of the innovative ideas and applying new methods of teaching.

Due to stressing upon functional and communicative techniques in language learning many other linguistic areas of importance have been neglected. One such area is terminology teaching for special purposes. It is widely known that general strategy of foreign language teaching is closely connected with modern demands and the field of specialization of the students. So the intensive teaching of the legal terminology is not only well-grounded but essential as well.

We think that the perspectives of legal terminology teaching cannot be separated from involving the internationally recognized technologies into the learning process as they might reinforce studying and motivate students. The usage of internationally recognized technologies could be the best device for demonstration of measurable progress of students on the intermediate and advanced level.

We define the law-term as the linguistic unit which identifies and characterizes the legal notions within the limits of jurisprudence.

Believing that good legal English means having a big law-term vocabulary we think that the perspectives of legal terminology teaching include the usage of such online methods as conferences and bilingual discussions, computer testing including matching the definitions, gap-filling in defining, word-formation based on the definitions to be studied, multiple choice as well as listening and video comprehension practice.

Natalia Diachuk

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Natalia Diachuk's Agency of Foreign Languages 'RUNA'®

STRANGE, BUT ENGLISH...

LANGUAGE PLUS VOCABULARY ODDITIES, AND NOT ONLY...

The words of a living language are like creatures: they are alive.

*Each word has a physical character, a look and a personality,
an ancestry, an expectation of life and death, a hope of posterity.*

Morris Bishop, American Linguist

Everyone, from beginning learners in English to language professionals, knows the frustration of not having 'the right word' immediately available in one's lexicon. Sometimes it is a matter of not being able to recall the right word, sometimes we never knew it. It is also frustrating to read or cope with assignments based on genuine texts and run across words whose meanings elude us. Building a vocabulary that is adequate to the needs of one's reading and self-expression has to be a personal goal for every language learner acquiring authentic-like writing and speaking skills.

To bring up word patterns as well as word choice awareness is of no doubt one of the key factors in achieving excellence in teaching together with grammar, syntax, organization, content, purpose and audience awareness in writing and public speaking, which in their unity lead to clear, fluent and effective communication of ideas. Equally crucial is to pay attention to stylistic awareness that helps students gauge the impression their words will make on others. The better they understand the circumstances that prompt them to write or speak, the better they can correspond, adjusting their style to suit the specific context. It should also be kept in mind that each of us has a unique, individual voice that comes across in all our written and spoken performance, thus to get what we want or to impress a reader or a listener we are to change our style and know how it could be done in practice. Unfortunately present-day manuals omit minor language oddities which in real-life fulfil major roles in creating humorous effect, becoming buzz-words or politically correct phrases.

In the course of a workshop, together with fascinating factual information on language records, we would like to propose a number of absorbing activities which

could be used in writing class with students whose command of English is fairly advanced. The educational design of the materials presented encourages learners to think more clearly and critically as well as to develop their own voices as speakers, participants of discussion and, consequently, as writers. A delightful collection of modern euphemisms, portmanteaux words, brand-new neologisms, reduplicatives, politically correct vocabulary, overelaborate wordage, tautologies and pleonasms, contradictory proverbs, sayings, celebrity styled quotations, contemporary aphorisms, bushisms, notorious mistranslations and funny signs, which lay the basis of numerous tasks, offers EFL learners a wealth of linguistic and cultural information to be relied on.

With the aim to determine a number of reasons why word choice matters so much to learners we demonstrate a selection of awareness-raising exercises (with a focus on elicitation, multiple choice, gap-filling, mind-map compilation, finding ‘an odd man out’, synonyms differentiation, definition compilation, mistakes analysis, etc.) logical sequence of which leads to better word application through language acquisition, and what is more creates an invaluable resource bank for both learners and teachers of English as a second language.

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VOCABULARY AND PECULIARITIES OF ENGLISH FOR SPECIAL PURPOSES

Recognizing teaching approaches of English for Special Purposes (ESP), it is getting clearly seen that the acquisition of receptive and productive knowledge of a language must involve learning rules of grammar. Many students who enter this stage of the English language acquisition have usually had an experience of learning grammar rules and learning how to use English patterns in everyday speech. Of course, many difficulties still exist in teaching how the language works or how it can be used in the process of communication. Teachers now turn their attention to the communicative properties of the language and functioning of the language in technical texts. Having reached the ESP study, the problem of consolidation of knowledge of grammar and use of language in the communication arises.

To have the teaching process being led successfully, the teacher must consider the ultimate output of the process. The common feature for everyone in the process organization is the materials used by both sides of the learning process. Teachers use different materials during ESP process because they are sources of the language, learning support. Organizing the course program one should remember clearly about the students’ needs and ultimate output of the course. Thorough enhancing of grammar and vocabulary content should be overviewed through the learning process. Being an inevitable part of the language learning, vocabulary development has always been the focus skill of the student. Of course, the area of understanding the English speaker is becoming wider simultaneously with the vocabulary acquisition.

THE IMPORTANCE OF TEACHING VOCABULARY

Vocabulary constitutes all the words that someone knows or uses. I would like to emphasize the fact that vocabulary is one of the aspects of the language to be taught by learners of English. In connection with this the question arises, what English words, idioms expressions and basic texts should be taught for learning and communicating? Learners eagerly follow the light-hearted stories and benefit from the variety of activities that will help them communicate naturally using English idioms. The words and idioms must be carefully selected according to the subject. The words and idioms selected should be of high frequency, easily combined and valuable from the point of view of word-formation. It should be born in mind that *an idiom is a group of words that has a special meaning that is different from the ordinary meaning of each separate word*, therefore, the sense of the idiom is not easily deduced from the meanings of the individual words that form it. An idiom must be used accurately and in appropriate situation. Meanwhile, *word* is the smallest unit of the language that people can understand if it is said or written on its own. Learning words is not very easy task. To know a language is to know its structure and words. Every word has its form and meaning. It is necessary to combine words in such a way as to get sentences. The teacher's role is not that of a corrector or a judge, but rather that of facilitator. Teachers assist with the processes of language learning and avoiding errors, therefore, they should not replace the students' perception with their own.

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ON PRESENTING VOCABULARY

The English language comprises hundreds of thousands of words. Learning the vocabulary can somehow frighten a learner and stop him/her from doing it. But our students do not need to produce every word which is learnt. They just need to recognize some words. The teacher must select what to teach correlating frequency and usefulness of the vocabulary to the students' particular needs as in the case with English for Specific Purposes. Once the teacher has chosen what to teach, the next important steps are to consider what students need to know about the items, and how the teacher can teach them. The student may need to know the following about an item: a) what a word means (it is checked with questions); b) how it is pronounced (the use of a phonemic script is very important here and the drills to practice the pronunciation and the word stresses); c) its form (to use a verb, a noun or an adjective etc effectively); d) how a word is spelt (it is particularly problematic for learners of English because there is often no clear relation between how a word is written and how it is pronounced); e) grammatical patterns (e. g. a particular preposition after a verb, countable or uncountable noun, f) the relation of the word to other words (lexical sets, synonyms, antonyms); g) the way the words occur together (to prevent

mistakes in usage – ‘Yours sincerely’ or ‘With love’ in letters); h) the meaning of prefixes and suffixes which is extremely useful to know for a better understanding of English. Which of these areas to choose for highlighting depends on the students’ level and an item you are teaching. To succeed in getting across the meaning of a lexical item the teacher can choose one of the following ways of presenting vocabulary: a) illustration which is very useful for more concrete words; b) definition that is checked with questions; c) translation, though it is not always possible, and d) context which must be clear to a student or it is possible to give sample sentences to clarify further meaning. Often a combination of techniques can be both helpful and memorable. Alternative ways of teaching vocabulary are also available.

Ludmila Shumeiko

Kharkiv National Academy of Municipal Economy

SOME ASPECTS OF WORKING WITH THE VOCABULARY WHILE TEACHING ENGLISH

Vocabulary is considered to be one of the most important aspects of teaching foreign languages. No grammar material can be trained without the vocabulary and the task of a teacher is to make students master as many words and word combinations as possible.

When words and word combinations are introduced in association with some familiar vocabulary in a foreign language or a mother tongue in case of borrowing words it is easier for students to remember and to use them as suitable variants when speaking a foreign language or translating.

Association based training helps students not only in learning words and combinations but also in correct translation. When translating students mostly consider separate words and not combinations to say nothing about the context. As a result, sentences become meaningless. Separate words taken from the dictionary are known not to be of great help in translating word combinations and make it more difficult for students to find equivalents to foreign word combinations in their mother tongue.

The perception of the vocabulary in synonymous rows is considered to be useful for students translating sentences and texts. Very often one finds it difficult to translate a word from their mother tongue into a foreign language and only having chosen a synonym to the word easily finds an equivalent in a foreign language.

Sentences constructed in one’s mother tongue are often so confusing that it seems impossible to express them in a foreign language. In such cases students are recommended first ‘to translate’ them into their mother tongue, i.e. to make them more correct from the logical and grammatical point of view and then it becomes easier to express them in a foreign language.

9. TEACHING SPEAKING

Svitlana Buchkovska

Kharkiv National Academy of Municipal Economy

STRATEGIES TO DEVELOP SPEAKING SKILL IN ESP MULTILEVEL CLASSROOM

It is a well known fact that the best results in learning a foreign language are achieved through constant and active involvement. But how to create such an ideal classroom environment in a multilevel ESP group where quite a number of language learners are of elementary level, if so? You can hardly imagine most of the students being able to participate in the simplest speaking activities, but this, in its turn, is the final goal of the whole learning process as being the most adequate reflection of learners' abilities to be effective language communicators.

In this respect every teacher, working in such a multilevel group, has to be very creative as to the choice and development of the strategies which can help to encourage and stimulate the lower level students to active participation. Each stage of a speaking stimulation activity must be thoroughly planned and provided with supporting materials, specially developed with taking into consideration the main barriers to successful foreign language learning. Among such barriers we can definitely mention the lack of practical skills to use language grammar structures, the lack of active vocabulary as well as insufficient and limited knowledge of speaking language models. The strategies, helping to overcome or at least lower such barriers, must lead a learner from the simplest text-based reproduction to more elaborate speaking activities. Among such strategies it is worth mentioning the following: 1) a list of special questions carefully covering the whole context; 2) a list of incomplete sentences which, being completed, reflect the whole context; 3) a gap-filled text with the possible variants given; 4) a supporting map of grammar structures, words and word combinations; 5) a set of pictures supported with necessary expressions to reflect the content; 6) a list of true and false statements, the latter being supposed to be corrected; 7) a map of dates and facts helping to recollect the content.

These strategies can be used effectively not only at the stage of 'from reading to speaking' but at the stage of learning 'from listening to speaking'. They can be efficient stimulators in the first steps to independent communication.

Natalia Klad'ko

Kharkov National Academy of Municipal Economy

TEACHING SPEAKING SKILLS

Many language learners regard speaking ability as the measure of knowing a language. These learners define fluent speech as the ability to communicate with each other, much more than the ability to read, write, or comprehend oral language. They consider speaking as the most important skill they can acquire, and they assess their progress in terms of their fulfillments in spoken communication. In the

communicative model of language teaching, teachers help their students develop this knowledge by providing authentic practice that prepares students for real-life communication situations. They help their students develop the ability to produce grammatically correct, logically connected sentences. The goal of teaching speaking skills is to communicate efficiently. To help students develop communicative efficiency in speaking, teachers can use balanced activities. In order to learn a language students need as much as possible to hear and read the language as native speakers use it. Teachers can make this happen in the following ways. *Teachers talk:* always try to use the language as naturally as possible when you are talking to students. To slow down speech may help to make the message more understandable. *Materials:* give students authentic reading material from newspapers, magazines, and other print sources, advertisements, travel brochures, packaging, and street signs containing short statements that students at lower levels can use. Reading authentic materials motivates students at all levels because it gives them the sense that they are really able to use the language. Communication has a purpose to convey information. In these classroom activities, students use the language to fill in an information gap by getting answers or expanding a partial understanding. For example, students work in pairs and each is given a task. The use of similar task-based activities in the classroom is an excellent way to encourage students to use the language. The most common types of communicative activity are *role plays*. In role plays, students are assigned roles and put into real life situations that they may meet outside the classroom and role plays also imitate life.

Helen Kopitsa

Krivyi Rih State Pedagogical University

TEACHING SPEAKING IN THE FRAME OF CONTENT-BASED LEARNING

In recent years content-based learning has become increasingly popular as a means of developing linguistic ability which has connections to project work, task based learning and a holistic approach to language instruction. It makes learning a language more interesting and motivating. Students can use the language to fulfill a real purpose, which can make them both more independent and confident. Taking information from different sources, re-evaluating and restructuring that information can help students to develop very valuable thinking skills. The inclusion of a group work element can also help students to develop their collaborative skills, which can have great social value.

Why are speaking activities essential in teaching? Firstly, speaking activities provide rehearsal opportunities; secondly, they provide feedback for both a teacher and students. Finally, the more students have opportunities to activate the various elements of language, the more automatic it becomes. As a result, students gradually become autonomous language users. This means that they will be able to use words and phrases fluently without very much conscious thought.

Good speaking activities are extremely engaging. If they are participating fully – and if the teacher has set up the activity properly and can then give sympathetic and useful feedback – they will get tremendous satisfaction from it. In the kind of speaking

we are talking about the students who are using the language to achieve some kind of purpose which is not purely linguistic. In other words, students will be much more confident speakers (and their speaking abilities will improve) if this kind of speaking activation is a regular feature of lessons.

We are going to look at such speaking activities as television games ‘Call my bluff’, ‘Whose line is it anyway?’, ‘Royal banquet’, debates, discussion games, etc.

10. GROUP WORK TECHNIQUES FOR EFL

Olga Korobka

National Technical University of Ukraine ‘KPI’

THE ROLE OF WORD GAMES IN LEARNING AND TEACHING ENGLISH

Language learning is a hard task which can sometimes be frustrating. Well-chosen games are invaluable as they give students a break and at the same time allow students to practice language skills. Games are highly motivating since they are amusing and entertaining, and at the same time challenging, teaching and promoting fluency. Furthermore, they employ meaningful and useful language in real contexts. They also encourage, increase cooperation and sustain learners’ interest and work giving shy students more opportunity to express their opinions and feelings. Games enable learners to acquire new experiences within a foreign language which are not always possible during a typical lesson. In the easy, relaxed atmosphere which is created by using games, students remember things faster and better. It is like a break from the monotony of drilling. Moreover, games help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information. Games can be used to give practice in all language skills and be used to practice many types of communication. If it is accepted that games can provide intense and meaningful practice of language, then they must be regarded as central not peripheral to a teacher’s repertoire.

Games also lend themselves well to revision exercises helping learners recall material in a pleasant, entertaining way. Games have been shown to have advantages and effectiveness in learning vocabulary and grammar in various ways. Games not only help students learn and retain new words more easily but also involve friendly competition and keep learners interested. Vocabulary games bring real world context into the classroom, and enhance students’ use of English in a flexible, communicative way. However, in order to achieve the most from vocabulary games, it is essential that suitable games are chosen. Whenever a game is to be conducted, the number of students, proficiency level, cultural context, timing, learning topic, and the classroom settings are factors that should be taken into account.

PPT GAMES IN THE LANGUAGE LEARNING CLASSROOM

Game playing is a natural human activity, appealing to people of all ages. Games provide a framework within which to explore possibilities, use knowledge, develop abilities and relate meaning fully with others while having fun.

Games motivate, challenge and focus; they also encourage co-operation as well as competition while players work towards a goal.

PPT Games are highly efficient in the language learning process as most of them are designed for use in a classroom setting where teachers have their computer hooked up to a projector or large screen TV so that everyone in the class can view them.

There are four ways of creating PPT Games for learning:

- Teachers find existing PPT templates and insert their own content (*e.g.* Jeopardy, Who Wants to be a Millionaire, etc.)
- Teacher adapts another teacher's PPT Game.
- Teacher makes an original PPT Game.
- Students create their own PPT Game.

Still in each of the cases there is a great necessity of following some factors in the structure of a PPT Game in order to succeed in final results. So extremely important are game fantasy, game objects, game goal, game rules, game directions and artwork.

As Andy Harvey and John Oakley state, it is important to encourage feedback from the students after each game. Share with colleagues how the games went with your classes and how you might customize them to better meet your students' needs.

11. ELT PROJECT (NEW IDEAS FOR LANGUAGE TEACHING)

Olga Oliinyk, Oksana Veremey

Lyceum 'Professional', Kharkiv

DIPLOMA AND COURSE PROJECTS IN EFL: PRACTICAL EXPERIENCE

The poster session is focused on the practical implementation of the project-based methods in Ukrainian high schools. The Lyceum 'Professional' students start working within their projects in the 8th grade. At this stage they are supposed to complete a country study project of up to 1,300 words translating it into their mother tongue (Russian/Ukrainian) and present it to classmates and teachers. The paper and the presentation are in English.

In their 9th grade their task is harder: they are to prepare a tour around the Kharkiv Museum of Fine Arts acting as tour guides and focusing on descriptions of artists they choose and their particular painting or paintings. They are encouraged to use the resources of the museum as well as any other accessible resources. Now their paper includes 2,600 words.

In the next academic year the students face the challenge of conducting a city excursion selecting one or more places of interest of Kharkiv they are going to discuss. They include the history, development and present-day status of the places in their 3,900-word project. It is up to the students to choose whether to give a walking tour or a bus tour.

In the 11th grade, the current last year of Ukrainian high school, the students develop with their final project – ‘a diploma paper’. This work is professionally oriented and students mostly choose the topics according to their future professional goals. The length of the project depends on the student and is not restricted by the teachers who guide the students throughout their work. The project is presented in PowerPoint and defended in front of a public ‘Commission’ thus developing their public speaking skills, presentation skills let alone their language skills and professional expertise.

Such an approach makes it possible to build not only the language competence but also to develop socio-linguistic component.

Iryna Roman
L’viv Army Institute

USING PROJECT WORK FOR TEACHING ENGLISH

The aim of the Project work is to develop in learners such qualities as confidence, initiative and responsibility. The following steps are adapted from Diana Fried-Booth in her book *Project Work* (OUP 1986).

1. Stimulus. Doing some kind of speaking activity, or reading and speaking, to stimulate interest in the project.
2. Definition of the project objective. Discussing and negotiating what the students will achieve exactly with this project.
3. Skills work. If the project involves data collection or writing up, then this stage could be to prepare them with the language they need for that.
4. Design of materials. Questionnaires, maps, grids for data collection. These can be made together in class.
5. Group activities. This is actually when they go and do the project.
6. Collecting information. Reading and discussing what was found out.
7. Organization of materials. Designing the final product again, perhaps in class.
8. Final presentation.

Some *advantages* of project work are:

Increased motivation, all four skills – reading, writing, listening and speaking – are integrated, autonomous learning is promoted, there are learning outcomes – learners have the final product, authentic tasks, interpersonal relations are developed, content and methodology can be decided between the learners and the teacher, learners often get help from parents for project work, thus parents become more involved in the child’s learning.

Some possible *drawbacks* of project work:

Learners use their own language, some learners do nothing, different groups work at different speed.

Project work must rank as one of the most exciting teaching methodologies a teacher

can use. It truly combines in practice both the fundamental principles of a communicative approach to language teaching and the values of good education.

12. CRITICAL THINKING APPROACH

Svitlana Myasoyedova

Yaroslav Mudryi National Law Academy of Ukraine

CRITICAL THINKING APPROACH IN FOREIGN LANGUAGE TEACHING

Critical thinking is an important and vital topic in modern education. To think critically means to function effectively in the changing world of the 21st century. Thus, only conscious learning and reasonably active teaching with the focus on critical thinking skills might help a learner achieve positive results in any field, foreign languages included.

In this specific presentation critical thinking approach is understood as a promising strategy helping to increase learning effectiveness while teaching a foreign language. Its primary objective is to develop a kind of thinking that focuses on ability to identify, question, criticise, analyse, make up own decision and back arguments, summarise and communicate issues effectively.

Novelty of the research relies on the fact that critical thinking skills were already in place in the Science education whereas its relationship with foreign language teaching and learning, the impact of cooperative learning and influence on language improvement were not sufficiently researched.

Critical thinking is part of the basic process of learning, encouraging students to engage with the material through hypothetical problems, examples, and thought-provoking questions. It carries surprise, prediction, finding solutions, alternatives, selection, decision making, and follow up. Through the process of critical thinking and in a collaborative learning environment, foreign language instruction can be more than a required skill; it is an integral part of a liberal education. Thus, a teacher's task is to devise ways to challenge students' old modes of thinking while simultaneously providing structures and support for the development of new ones. Even in elementary foreign language courses, students can be encouraged to think, *e.g.*, to compare and contrast, give opinions, discover patterns, imagine, guess, evaluate given information to make and justify predictions, and reconstruct in their own words. In this way, students feel intellectually challenged and view the course as a worthwhile academic endeavor.

Alisa Omelchenko

Kharkiv National Academy of Municipal Economy

REFLECTION AS A COMPONENT OF CRITICAL THINKING

In recent years psychologists, philosophers, educators have been extensively studying the problem of reflection and its place in person's creative thinking, self-development and consciousness. On the one hand, the notion of reflection helps to

define the essence of theoretical thinking, crucial levels of its development, and formation of controlling and evaluating actions. On the other hand, studying reflection as a component of the creative thought process gives an opportunity to distinguish individual and intellectual reflections, the interaction of the individual and intellectual parts of person's mentality.

Reflection is considered to be not only a principle of mental development. It is, of course, a part of consciousness and a component of thinking as well – the highest form of active observation of objective reality, consisting in purposive, yet indirect and generalized cognition of existing relationships between subjects and phenomena by an individual. It is also involved in creating new ideas, in predicting the future events, and eventually in actions. From the educational point of view, thinking as such is often considered to emerge in the process of formulating and solving practical and theoretical problems. The contemporary society as well as modern education needs independent and creative personalities with certain rather specific qualities of thinking. The freedom of thought, for example, implies the critical directivity of the thought process aimed at creative and constructive activities. Thus, one of the most important qualities of an independent personality is considered to be the ability to think critically. The technology of critical thinking formation, that necessarily includes the stage of reflection, has become widespread in education. Usually this technology aims at developing an analytical approach to any subject or material, which, obviously, helps to formulate problems. Constructive creativity while searching for a solution is also encouraged. Reflection provides students with a way to look back at their experiences, evaluate them, and apply what is learned in the future.

13. ENGLISH FOR SPECIFIC PURPOSES CHALLENGES

Viktoriya Artyukh

Poltava University of Consumer Cooperatives in Ukraine

POLYHEDRAL NATURE OF OBJECT VERB PHRASES OF THE ENGLISH ECONOMIC TERMINOLOGY

Current trends in the world economy and specialized communication set forth new assignments for studies of economic terminological infrastructure. By terminological infrastructure we mean different aspects involved such as terminology and specialized lexicography, terminology and language planning, terminology and standardization, terminology and computer-assisted human translation etc. All of these require careful consideration and study. The composite character of economic terminology, therefore, gives opportunity to its research using the different theoretical and applied aspects from different viewpoints.

We consider economic terminology to be a part of natural language that forms a sublanguage. Its terminological units are taken from general language to facilitate professional communication and transfer knowledge in space and time. Our interest of study within this subject field is object verb phrases (OVPh) of economic terminology. In our research we adhere to the functional approach (in other terminology prescriptive approach) of studying that presupposes viewing their polyhedron nature both as

structure-semantic units and terminological units representing and transferring knowledge about special denominative situations in specialized texts.

For this purpose, we analyzed morphological, semantic and syntactical properties of OVPh components. These properties are stipulated by lexical meanings and grammatical combinatory patterns of the components as such. As a whole they denote a denominative situation that gives a recipient of a specialized text some concise and precise information about the relevant concepts of subject field. Thus, OVPh can be characterized as compact verbal signs transferring information from sender to recipient and enabling their specialized communication concerning the subject matter.

Julia Beloglazova

National Technical University of Ukraine 'KPI'

WHY DO YOU NEED ESP?

From the early 1960's, English for Specific Purposes (ESP) has grown to become one of the most prominent areas of EFL teaching today. ESP has been referred to as 'applied ELT' as the content and aims of any course are determined by the needs of a specific group of learners. ESP is often divided into EAP (English for Academic Purposes) and EOP (English for Occupational Purposes). Further sub-divisions of EOP are sometimes made into business English, professional English (*e.g.* English for doctors, lawyers) and vocational English (*e.g.* English for tourism, nursing, aviation, bricklaying).

According to Dudley-Evans the absolute characteristics of ESP are:

- ESP is designed to meet the specific needs of the learners.
- ESP makes use of the underlying methodology and activities of the specialism it serves.
- It is centered not only on the language (grammar, lexis, register), but also the skills, discourses and genres appropriate to those activities.
- ESP practitioners are also becoming increasingly involved in intercultural communication and the development of intercultural competence.

Traditionally ESP courses were typically designed for intermediate or advanced adult learners. Nowadays many students can start to learn academic or vocational English at an earlier age and at a lower level of proficiency. Some teachers are afraid of making the transition from teaching general English to teaching ESP. There is also the danger that the novice ESP teachers will only use materials that they feel comfortable with and will not stretch their learners. Motivation and goals of the students studying English for Specific Purposes and General English are slightly different, various ideas and teaching methods can be transferred to the classes of English for Specific Purposes from the classes of general English and vice versa, giving the learners an opportunity to acquire better skills in a foreign language.

Kateryna Bondarenko

National Technical University of Ukraine 'KPI'

READING AND SUMMARIZING ACTIVITIES IN ESP

One of the most crucial concerns in the establishments of a reading curriculum is

the selection and development of effective materials. Authentic texts should be used in order to provide the students with an instrumental motivation for their language study. This not only provides students with substantial background knowledge, but also improves motivation. These two factors, background knowledge and motivation are of critical importance in the reading process, especially in the case of readers whose linguistic proficiency is below native-like levels.

First, students select the materials relevant to their special course studying. The teacher manages the process and helps students with their work. Both authentic and simplified materials are possible according to a language proficiency level of a group. The notes and summaries students generate from the articles are monitored for quality and communicative adequacy.

Second, students make presentation of the material they have read in the seminar group. Discussion seminars are led by 2 – 3 students. Those responsible for the seminar each prepare a summary on the topic addressing the Class Question set for the seminar. There also some of special terms on each topic should be presented to the group.

These activities help students not only to gain their knowledge in English and in a special technical field, but also to practice in making presentation. Creative solutions may be found as long as students' target needs are kept in mind.

Olena Dubinina

National Technical University of Ukraine 'KPI'

ENGLISH FOR SPECIFIC PURPOSES CHALLENGES: WRITING LABORATORY REPORTS

Laboratory reports are written for several reasons. One reason is to communicate the laboratory work to management. Another reason is to archive the work so that the work will not have to be done in the future. There is a commonly used organization for laboratory reports:

Abstract. The abstract presents a synopsis of the experiment. It should be intelligible and complete in itself. The opening sentence or two should, in general, indicate the subjects dealt with in the paper and should state the objectives of the investigation. The body of the abstract should indicate newly observed facts and the conclusions of the experiment. Its optimum length should not exceed 200 words.

Introduction. The Introduction identifies the experiment to be undertaken, the objectives of the experiment, the importance of the experiment, and overall background for understanding the experiment.

Procedures. The Procedures often called the Methods discusses how the experiment occurred. Historically, laboratory procedures have been written as first-person narratives as opposed to second-person sets of instructions. Because your audience expects you to write the procedures as a narrative, you should do so. You should give the audience enough information that they could replicate your results.

Results and Discussion. In discussing the results, you should not only analyze the results, but also discuss the implications of those results. Pay attention to the errors that existed in the experiment. One important way to present numerical results is to show them in graphs.

Conclusions. The objectives mentioned in the ‘Introduction’ are examined to determine whether the experiment succeeded.

Appendices. Appendices appear in laboratory reports presents information that is too detailed to be placed into the report’s text.

Alla Gorbachenko

National Technical University of Ukraine ‘KPI’

WHAT IS ENGLISH FOR SPECIFIC PURPOSES

English for Specific Purposes is probably the most challenging branch in language teaching, especially in our country, where it has only recently started to develop as such. Many teachers still have a rather vague idea what it is. Nowadays, to solve ESP challenges we should inform ESP teachers about who they actually are, what they actually teach, where they actually belong and what teaching methods they must use. We have to remember that the ESP founders wrote their book in the early 1980s, when the opposition between science and technology and the humanities was still considered natural. The current tendency has brought us to multiple links not only between subjects and professions, but also between professional and academic careers. Times have changed and so has ESP.

Now, we can easily answer the questions we asked at the beginning of this article. Who are ESP teachers? They are teachers at vocational schools, colleges and universities, as well as any other teachers who deal with their students’ professional development. Professional ESP teachers are experts in teaching English for any profession, able to design teaching materials based on the content material presented by the professors, or experts in the subject.

What do they teach? ESP teachers teach academic skills to future (or real) professionals. They teach English for the profession and encourage their students to use their background knowledge along with the academic skills in dealing with all sorts of authentic information in their profession. ESP teachers design courses according to their students’ professional needs, having in mind their target language use situation.

Where do ESP teachers belong? They belong to their professional unit, the ESP Section of their regional English Language Teachers’ Association. ESP Sections should unite teachers, help them share their experience and knowledge, obtain new ideas and information on methods and techniques in teaching ESP, and actually get together and form their own professional community.

Natalia Matkovska

National Technical University of Ukraine ‘KPI’

ENGLISH FOR SPECIFIC PURPOSES CHALLENGES

According to the classification of English for Specific Purposes (ESP) by Tony Dudley-Evans and Maggie Jo St. John teaching English in Technical Universities is connected with two areas of ESP. They are English for Academic Purposes (EAP) and its substructure – English for Science and Technology.

There is an extended definition of ESP in terms of ‘absolute’ and ‘variable’ characteristics (*Dudley-Evans, 1997*). *Absolute Characteristics*: 1. ESP is defined to meet specific needs of the learners. 2. ESP makes use of underlying methodology and activities of the discipline it serves. 3. ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre. *Variable Characteristics*: 1. ESP may be related to or designed for specific disciplines. 2. ESP may use, in specific teaching situations, a different methodology from that of General English.

Teaching English for Specific Purposes differs from General English courses. It is more motivating for learners than General English. In ESP students have specific needs. They determine which language skills should be developed for academic and professional success of students. It takes into account certain basic questions, such as: *who the learners are; what their linguistic background or level of competence is; what their view to language learning is; what their purpose and expectations are; what particular skill they will need*. Teachers have to find out what kind of language acquisition is actually required by their learners. ESP teachers give more importance to needs analysis, material writers think very carefully about the goals of the learners. Also it is important to concentrate on the kind of language and vocabulary students will frequently use at their future work place. The ESP teachers should also be course designers, researchers, evaluators, etc. They should develop programs for the learners which will be required in the learners’ professional community.

Alla Radu

L’viv Ivan Franko National University

CULTURE OF ACADEMIC PRESENTATION: VERBAL AND NON-VERBAL ASPECTS

The main priority of university education in Ukraine is academic and professional training of specialists in humanities and sciences, specialists with a high level of professional and communicative competence. The development of students’ skills in public speechmaking, in general, and making presentations in English, in particular, is in the focus of attention of the ESP course in Law School of Ivan Franko National University of Lviv. Academic culture of public presentations includes both verbal and non-verbal components. The coherent use of these two types of communication means creates the general style of presentation. Alongside with great attention to such segments of the academic presentation as *clear structure* (logical organization of the talk and argumentative patterns used), *cognitive potential* (new information of the general humanistic character and new information on specific issues) and *linguistic competence* (grammar, academic vocabulary, terminological lexis, discourse markers, verbal means of attracting attention of the audience, intonation, pronunciation, fluency of speech), it is very important to develop the students’ *extra-linguistic competence*. The latter comprises body language, voice, eye-contact, mimics, gestures, and dress code. Besides, the students should be trained in the art of creating a friendly emotional atmosphere and skills of transition from a presenter’s talk on the topic defined to a constructive discussion of its various aspects with the audience. Our pedagogical experience has proven that the competent use of rhetorical patterns,

factual information, visuals (outline, hand-outs, pictures, graphs, tables, terminology lists) in the talk based on ethics of academic communication contributes greatly to the general success of public presentation.

The main statements of the paper are illustrated by photo materials taken by the author during different students' conferences; visuals illustrate typical mistakes in non-verbal behavior of presenters as well as possible ways of avoiding them.

Vitaliya Schmidt

Petro Mohyla Mykolayiv Chornomorsky State University

STAGES OF LEXICAL COMPETENCE ACQUISITION FOR ESP STUDENTS

In the conditions of the gradual specialization of university education the question of learning professional terminology and basic lexis is of special importance. It is vital for a teacher of ESP to decide which scheme or algorithm of the procedure to use and then to follow.

A reasonable scheme was created by the scholar S. Shatilov on the basis of the Yuriy Passov's theory of lexical skills formation in a stepwise manner. It consists of 3 stages: orientation & preparation; stereotypes & situations; and versatile situations stage. Such organization of developing skills in the field of professional lexis activates all the mechanisms of cognition: perception, reproduction, and then creative application of knowledge. Unfortunately, this algorithm is not always applied correctly and in practice it still needs widening and detailing concerning each group of professionals so that it could take into account peculiarities of specialization.

The purpose of this paper is to share pedagogical materials and activities which can be used in lexical skills development during the ESP classes for students with economic specialization.

In the first part of the paper, the presenter explains the essence of the stages concerning their contribution to the future result, and the peculiarities of the process. The presenter then comments on the activities used at each stage giving approved examples. Appropriateness and success of the activities were tested with the students of the finance department (Mykolayiv Chornomorsky State University).

The pedagogical implications of this study suggest that students can learn more words and word-structures of the professional vocabulary and simultaneously develop their speech skills if a teacher creates a clear and direct scheme of lexical units' acquisition, follows it, and tries to apply more creative tasks in the process.

Nadezhda Vasylyeva

Kerch Institute of Economics and Humanities of Tavrida National University

BUSINESS COMMUNICATION

An idea of designing a new special course of Business Communication sprang up from the experience that University graduates face great difficulties in the process of job searching and in adaptation to new patterns of communication in their job environment. These are problems which are not connected with their proficiency but

those of psychological origin. The course of Business Communication is taught for the 5th year students of the Foreign Philology Department and is calculated for 16 hours in the spring semester.

The main objectives of the course are: 1) to summarize students' knowledge in the theory of communication, to attract their attention to the most significant principles which will help them to adapt in the new job environment; 2) to develop the skill of analysis of the communication patterns in different situations and choosing of the most appropriate one; 3) to work out the main principles which should be observed in the process of preparation for the job interview; 4) to elaborate the rules of successful resume writing.

The course includes the following issues Theory of Human Communication, (Maslow's Need Hierarchy, McGregor's Theories, Transactional Analysis, Johary Window, Word and Nonword Messages), Job Interview (Preparing for the interview, Meeting face-to-face, Following up the interview, Practicing for interview), and Organizing the Resume (Matching job requirements with qualifications, Questions regarding resume, Including sufficient information, Emphasizing important points, The most common resume-writing mistakes).

The theory of human communication advances the importance of such factors as social status, role status, rules and instructions in understanding social action and personal intent. Good communication must be conscious of role and status of and must use this knowledge to identify the role and status of various individuals.

All games are played by rules, and the games of communication are no exception. Written and unwritten rules help to determine who may talk to whom, how a message should be presented. As graduates start to work in an environment, they should learn the rules of the game, as they are to create a place for themselves within that environment.

14. USE OF COMPUTERS, VIDEO, AUDIO, IN EFL CLASSES

Tetiana Bondarieva

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USE OF PODCASTING IN EFL CLASSES

Foreign language teachers always hunt for innovations and new ways of motivating students. New technologies such as podcasting are able to assist students in their studies.

Podcasting is a set of technologies for supplying audio or video programs over the Internet that can be cataloged and automatically downloaded. There are three kinds of podcasts: audio podcasts (MP3 files), enhanced podcasts (AAC), video podcasts (movies complete with sound). Podcasting allows anyone to post any production made by them on a website about anything. Students as well as the teachers are able to create a product to share with a potentially world-wide audience. The process of putting together an audio recording is extremely valuable and is certainly a cross-curricular experience. Subscribing to a podcast or downloading it entitles users to listen to the programs when they want, where they want, and how

they want. Whatever personal device you may use to listen to podcasts, learning is certainly in hand. The intention for EFL students to adopt podcast technology for enhancing their foreign language learning is positively associated with relative advantage, complexity, interaction, and information literacy.

Podcasts have many educational advantages. Being available 24hs a day, updated on a regular basis by their creators, authentic and free, podcasts can allow us to differentiate, intensify and improve language and intercultural skills. Podcasts can help to develop autonomous learning and motivation, interdisciplinary projects and work on different know-how. Podcasts are the flexible, timesaving and convenient medium.

The main disadvantages of podcasting are: the cost of implementation, lack of a visual representation, inability to ask questions, equity access issues, difficulty in capturing peripheral sound, delays in availability and download times, additional time required to listen to podcasts, reduction in lecture attendance, and the need to transcribe.

Oksana Chugai

Gymnasia 'Euroland' of European University

BENEFITS OF USING MULTIMEDIA IN EFL CLASSES

It is extremely important in English as Foreign Language (EFL) classes to create the exciting and dynamic environment of exposing learners to language. Learning with technology provides a unique and very adaptable arrangement limited only by the imagination of teachers and students. The presenter describes the ways of effective using of the Interactive Whiteboard as a replacement for video and computers.

First of all, it is great for demonstrations. It is easy to show the important features running the application from the board. Since the Interactive Whiteboard is a colorful tool, it attracts attention and holds it. Students respond positively to displays where color is employed. In addition, the board can accommodate different learning styles.

Finally, EFL classrooms can maximize the use of limited computer access by using the Interactive Whiteboard. Students can work together with individuals contributing on the board, other participants at the computer, and the group as a whole discussing the activity.

Video contains many of the features of a real communicative situation: the soundtrack and visual information which accompanies the language. They provide samples of authentic language use. At the same time, because the language is authentic, there are many problems of language difficulties connected with different aspects. Therefore, teachers need to choose suitable materials and devise activities to go with them. The presenter uses New Opportunities UK/US and Around the World DVD/Video (Longman Publishing House) to illustrate these statements. It is a collection of mini documentaries that give students an insight into the life of teenagers in different English-speaking countries. The Workbook includes before, while and after watching exercises, extension activities, projects and tape scripts of all episodes. Developing classroom ideas based in video films can create a powerful resource for teaching and learning English.

MEDIA TECHNOLOGIES IN FOREIGN LANGUAGE TEACHING AND LEARNING

Media pedagogy includes all issues concerning the pedagogical importance of media in education, leisure and work. According to the definition of UNESCO media education 'deals with all communication media and includes the printed word and graphics, the sound, the still as well as the moving image, delivered on any kind of technology'. Media education is the process through which individuals become media literate. One of the goals of media education is not only to provide the future specialists with a desired capacity of knowledge but also teach them think, analyze, evaluate and produce media. We consider the usage of innovation technologies at education as a part of media education. But the effectiveness of the technology depends on how it is used. There are two ways to use media technologies in language teaching: integrating the new technologies into a lesson or explaining how students can use them for self-study. Computers and other techniques must complement each other. Without any doubt, new technologies including CD-ROMs, CDs, hypertext cards, laser disks and the Internet have changed the way that people learn foreign languages. They help students synthesize information from a variety of sources, analyze issues, reduce time of their preparation to lessons. Thanks to the Internet students have an access to bilingual electronic dictionaries, translation software, language learning games or instructional programs, vocabulary trainers, pronunciation assistance with speech-recognition technology. New technologies and the Internet provide better communication between students and teachers, and further students communicate with other foreign students orally through the World Wide Web. The most popular kinds of activities media technologies offer to students are: e-mail, discussion, chat; web page creation; on-line conference; video conference; games; current events: news, sports, leisure activities. The new technologies are not only a technical helping tool but an educationally rich source for the teachers and their students.

Svitlana Grechanikova

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USE OF COMPUTERS IN EFL CLASSES

The using of computers has become an essential part for many teachers of foreign languages. As a powerful tool for learning English it provides great opportunities for teaching English in EFL classes. Foreign language teachers are continually searching for better ways of accessing authentic materials and providing experiences what will improve their students' knowledge and skills. A lot of activities can be done on computers: reading comprehension, watching video, writing and listening. The use of computers is becoming more and more popular in EFL classes nowadays. It facilitated the way of teaching and learning because it has a lot of advantages over more traditional approaches. The use of computers for listening exercises provides not only sound but also visual aids providing students with more contextual clues. Also

computers give an immediate feedback for students. They can control themselves the process of learning, replay the questions, and get their score immediately after doing the exercises. In addition to that, students can use electronic dictionaries in order to translate a text, do reading comprehension or to find an appropriate word to write some writing exercises. Computer is an essential tool in learning pronunciation to a target pronunciation. Students can listen to a target pronunciation and with the help of a microphone they can record their own speech and compare it with native speakers. Students can also check their spelling as a lot of programs do it automatically.

Finally, with the aid of the Internet and CD-ROM based materials teachers can quickly find and provide documents addressing individual students' needs. This is especially effective when teaching English for Special Purposes such as Business English. For example, students can find topic-based glossaries (management and marketing, banking, insurance, etc.)

Nataliya Kmet'

Natalia Diachuk's Agency of Foreign Languages 'Runa' ®

FOCUS ON TEACHING ENGLISH THROUGH FILMS. ONE FILM PRE-, WHILE- AND POST-VIEWING ACTIVITIES

Understanding films is an entry ticket to the English-speaking world since language is directly linked to the feelings, emotions and situations. There are numerous ways to exploit authentic material to the full, to deal with language in full visual context, to exercise interactive language output and to show how visuals work. The steps to be taken in order to develop students' viewing and listening comprehension skills using films in teaching English include: selecting a film, surfing the Net for its script, splitting the script into film episodes, choosing appropriate types of pre-, while- and post viewing activities for particular film clips, and typing and arranging the activities properly. Based on our own experience we suggest using the following types of viewing activities: 1. Answers to previously given questions while viewing; 2. Pre-viewing and dialogue gap-filling; 3. Active viewing and information collection; 4. News report writing; 5. Dialogue composition, dialogue prediction with the sound off, dialogue matching; 6. Active viewing with the sound off, active viewing to confirm expectations, active viewing and phrases completing, active viewing with the sound off and selecting the dialogue; 7. Active listening with the vision off and events prediction; 8. Error recognition and correction tasks; 9. Reading: True / False statements, sequencing the cut-up episode script; 10. Questions prediction. Finding the answers while viewing; 11. Correcting the mistakes while viewing; 12. Events sequence reconstruction, events prediction with the vocabulary provided; 13. Viewing the clip without image and verb hunting.

Anna Knyaz

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MOVIES IN THE ENGLISH CLASSROOM

Video is a valuable and possibly underused classroom tool. So, introducing movies

into the English classroom is a challenge most language teachers must face.

Before the students are exposed the movie, there are some things teachers should consider: language level and social maturity of the students, focus on the language first and culture second, or the opposite.

As for techniques, there is also a limited number of those: sound off/vision on (silent viewing), sound on/vision off, pause/freeze-frame control, sound on/vision on.

Well developed, planned and graded video lessons should consist of three stages, which are: pre-watching (tune in), watching and post-watching.

Pre-watching stage means that students are gradually guided and involved in the plot, the characters and the setting of the film. They can be led at this stage by prediction based activities, brainstorming speculation patterns with the aid of visual aids such as pictures, vocabulary with words and expressions from the story or just through questions related to the main topic.

At the watching stage, there is more thorough work on the plot and the characters. Students are exposed to a variety of activities such as problem solving, filling blanks, multiple matching, ordering events, true and false, or comprehension questions. The main aim at this stage is to exploit the film at its best profiting from the wide variety of idiomatic expressions, collocations and slang that the students will encounter in real life.

The post-watching stage is considered to be the follow up one where the film plot is used together with the lexical terms by making students either role-play the best parts or by organizing group debates based on the moral of the plot. Furthermore, a written homework assignment may be set asking students to describe their favorite character at lower levels or writing a film review at higher ones.

To conclude, variety, dynamics and creativity are the essential elements needed to create profitable video lessons while bringing movies into today's classrooms.

Olena Konotop

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STAGES OF TEACHING ENGLISH ORAL INTERACTION WITH AUTHENTIC FEATURE VIDEOFILMS

The paper explores the problem of teaching oral interaction third year students of Philological faculties. We consider *oral interaction* as a process of face-to-face verbal and nonverbal communication of two or more participants who act according to the cultural norms and rules adopted in British culture. These are authentic feature films that present authentic true-to-life situations and allow to form verbal components of oral interaction in integration with nonverbal components united in audio and video information on the screen.

The suggested six stages of teaching English oral interaction with authentic feature films (Bychkova 1999) are completed with special exercises for teaching verbal and nonverbal behavior used hierarchically. *Stage One*. Providing social, cultural and linguistic orientation with presentation of a small amount of unknown words, word combinations and nonverbal elements. *Stage Two*. While-viewing initial reception and adoptive synchronized familiarization of students with some selected unknown words, word combinations and nonverbal elements. *Stage Three*. Teaching

listening and visual comprehension on the basis of an excerpt. *Stage Four*. While-viewing an excerpt reproductive / productive communicative exercises. *Stage Five*. Post-viewing an excerpt reproducing / productive communicative exercises. *Stage Six*. Post-viewing several / all excerpts productive communicative exercises. Methodological recommendations in the context of a six-stage approach to video-based lesson planning are included.

The process of teaching English oral interaction with modern authentic feature films according to the suggested six stages help organize the process of teaching oral interaction effectively and provide opportunities for students to develop the skills they need for successful oral verbal and nonverbal interaction.

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MODERN TECHNOLOGIES IN FOREIGN LANGUAGE TEACHING

Recent years have shown an explosion of interest in using computers for language teaching and learning. A decade ago, the use of computers in the language classroom was of concern only to a small number of specialists. However, with the advent of multimedia computing and the Internet, the role of computers in language instruction has now become an important issue confronting large numbers of language teachers throughout the world.

With recent advances in multimedia technology, computer-aided language learning (CALL) has emerged as a tempting alternative to traditional modes of supplementing or replacing direct student-teacher interaction, such as the language laboratory or audio-tape-based self-study. The integration of sound, voice interaction, text, video and animation has made it possible to create self-paced interactive learning environments that promise to enhance the classroom model of language learning significantly. A growing number of textbook publishers now offer educational software of some sort and educators can choose among a large variety of different products.

A number of reasons have been cited for the limited practical impact of computer-based language instruction. Among them are the lack of a unified theoretical framework for designing and evaluating CALL systems, the absence of conclusive empirical evidence for the pedagogical benefits of computers in language learning and, finally, the current limitations of the technology itself.

In addition to computer-based applications a number of other technological aids are being used regularly by foreign language teachers, such as (satellite) television and video-recorders or camcorders. Also, a number of computer-peripherals, such as scanners, digital video cameras, data projection units or interactive whiteboards increasingly find application in the context of foreign language teaching and learning.

In order to become competent users, students need to have frequent opportunities to use information and communication technologies (ICT).

ICT should not be seen as a possible replacement or challenge to the importance of the foreign language teacher. Indeed, the use of ICT makes the role of the teacher

more important but ICT use requires new pedagogical skills from teachers, such as the ability to evaluate multimodal resources.

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USING THE INTERNET FOR TEACHING ENGLISH

The Internet is very useful for teaching English. Teachers can use it for gathering information for their classes, including teaching plans and materials for classroom use. They can subscribe to mailing lists related to TEFL/TESL, and exchange information with other teachers. They can subscribe to electronic journals or newsletters either by e-mail or using the World Wide Web (WWW) and keep up with new trends of English teaching, finding new or interesting publications. They can consult with publishers on teaching materials.

There is a wide variety of ways that the Internet can be used in the classroom. Teachers can organize 'keypal' exchanges, and students can exchange letters with their keypals and have the experience of corresponding with people from all over the world. Students can use a mailing list, IECC-Survey, to conduct surveys for class projects. They can subscribe to student lists to exchange ideas with other students around the world. There are many learning materials on the WWW, and students can use them to study English. They can read news in English using either e-mail or the WWW. Students' newspapers or newsletters can be posted on the WWW.

Using the Internet for English teaching is new, and there are few books and papers on the subject, though there are many resources on the Internet. We need to explore ways to find materials on the Internet and experiment with using them to improve our teaching. Teachers can use the Internet for gathering information. For example, Martin Luther King is the topic for a class, you can use search engines to look for information related to him. There are many sites that have information about him, including ones with his photos, information about his life, and the texts of his speeches. There is even a web page made to teach about the holiday celebrating his birthday, which has materials for teaching and quizzes.

If teachers need additional teaching/learning materials for the class, they can find quite large a number of materials on the web. There is a huge amount of material for listening, reading, writing, grammar, vocabulary, and culture. Teachers can select appropriate materials for students' interests and level of English proficiency. There are some teaching plans which include materials that may help teachers to teach their students. It is a good idea to go over those materials when teachers have free time, and classify the ones that interest teachers according to their topic or how teachers might use them. Since there is a huge amount of material available on the web, there should be many useful materials for students, if teachers look for it.

Useful information for classes teachers obtain on the WWW is easy to present to the class, if there is a computer which can access the World Wide Web and a large monitor or device to show it. The World Wide Web makes use of multiple media, and many resources are very realistic, colorful and attractive.

TRAVELLING IN THE EFL CLASSROOM WITH THE HELP OF POWERPOINT: WHICH WAY TO TAKE NOT TO GO ASTRAY

With computers and multimedia projectors becoming more available in Ukrainian EFL classrooms, PowerPoint presentations gain the status of an ordinary rather than exotic activity. Among the popular projects done with the help of PowerPoint there are so-called virtual travels to the cities of the English-speaking countries. Such 'PowerPoint travels' have numerous advantages. At the same time some hidden pitfalls endanger their effectiveness. The aim of this presentation is to discuss these potential problems of 'PowerPoint travels' and to suggest ways of avoiding them.

When students are given tasks to prepare a PowerPoint presentation on a certain city, they are prone to: 1) concentrate too much on the information which is destined to be forgotten – like detailed information about the successive re-buildings and reconstructions of a certain edifice with lists of names and dates; 2) get satisfied with the first few web-sites they find (as a rule, such web-sites give just well-known facts) but do not search for unique information; 3) pick up some monuments from a certain city at random.

The following strategies may be employed to fully exploit the educational potential of 'PowerPoint travels': students should be 1) taught to understand and discuss a city's symbolism (*e.g.* Washington D.C. was designed to be square to embody the ideal of 'fair and square' government); 2) advised to tell stories rather than just present dates (*e.g.* the dramatic story of relationships between Lincoln and General Lee rather than the war chronology); 3) encouraged to search the Internet for: a) little known but stunning facts, b) linguistic details (*e.g.* in the USA there are statues of Freedom and those of Liberty); 4) instructed to make comparisons between information from various sources; 5) guided to organise their presentations on some principle (*e.g.* spatial proximity, symbolic identity, similar historic importance of buildings and sites).

Iryna Lytovchenko

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USING COMPUTER PROJECTS AT THE LESSON OF ENGLISH

Today we talk about preparing students to the active dialogue of cultures, to their orientation in the socio-cultural aspects of their own country and other countries. That means that the main aim of teaching English at school nowadays is organizing and teaching students intercultural communication. The realization of this aim can be supported by using modern developing computer and communicative techniques at the English lesson. Computer techniques help teachers to solve many didactic problems, such as developing language skills in reading, writing, listening and speaking; enlarging students' vocabulary; organizing intercultural communication in class.

One of the most effective techniques is a computer project. Computer project is targeted to developing active independent thinking and great communicative capability as well. It is very convenient to use Internet while preparing or working out

the project, as the teacher can explain different problematic points discussed and investigated in class.

According to the classification presented by O. S. Polat, there can be two kinds of computer projects:

1. *www-projects*. Working at these projects students are supposed to look for the information and then present the results of what they have found. While searching for the information students enter virtual libraries, museums, etc. In this way project work realizes inter-subjective connections.

2. *e-mail projects*. The commonest example of the e-mail project is an Internet game organized among pupils.

Using computer projects in class is a way to productive and effective learning of English, as computer projects intensify the lesson itself; involve students into independent learning process, stimulate and motivate students. Computer project is characterized by high communicative ability and active students' participation. It helps to realize the main purpose of learning English at school, that is, to make intercultural communication possible.

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THE ROLE OF THE VIDEO IN THE PROCESS OF ENGLISH TEACHING

There are many aids developed especially for the people who study foreign languages. Video is an effective method in teaching English as a foreign language for any age learners. It does not only represent a certain situation but also gives a fair idea of the situation described. Video can be used in a variety of instructional settings – in classrooms, in distance learning sites where information is broadcast from a central point of learners who interact via video or computer, and in self-study and evaluation situations. Recordings are also a means of preserving classroom activities and presentations as models for other students or for assessment and reporting purposes.

Students who participate in video activities have an opportunity to explore, listen, and enjoy learning. Learners seem to become more motivated when video is involved, because films attract learners' attention with special effects, and also reflect authentic use of the target language.

The objectives of using video in the process of English teaching are as follows: 1) authentic material representing natural environments gives examples of particular language functions in operation. These are situations that represent day-to-day interaction with native speakers of English; b) it motivates students by presenting authentic language interaction, videotaped day-to-day situations; c) it shows nonverbal components of the language (i.e., body language).

The video activities can be subdivided into the following groups:

1. *Previewing Activity* (setting the goals of the lesson, discussing the students' expectations from the text, sharing them in role play);

2. *While-viewing Activity* (looking for the answers to the questions given by the teacher before);

3. *Post-viewing Activity* (making the dialogues);

4. *Post-viewing Discussion* (summarizing all the understood information from the

watched video, and discussing it in group in order to develop speaking and check the listening skills);

5. *Post-viewing Activity*: a writing task (writing a short summary of the video. This can be combined with a role-play).

Although the film is in English, it is important to use subtitles to reinforce and facilitate the acquisition of vocabulary and idiomatic expressions. The genre of the film is also very important. Dramas and comedies demand the knowledge of idioms, and a very large vocabulary, so they are not for all students. The choice of the program should be based on the likes and dislikes of the students; the chosen film should be interesting for both boys and girls. Students' awareness in the topic of the video, as well as their interest to it, will make their participation in the lesson active. So, the best choice in such situation is action and adventure movies, where the number of difficult dialogues is minimal. The quality of both sound and picture is also very important. It is better to avoid video lessons on condition that there is no possibility to use appropriate authentic material of good quality.

There is no doubt that the language in the movies will impress the students a lot, that is why it is important to set the right goal of the watching; the main goal here is the understanding of the content of the viewed material.

It is quite obvious that video material can be a very useful source and asset for the language teaching-learning process because it combines both fun and pedagogic instructions in an authentic material that reflect real interaction. A repeated viewing proves to students that their comprehension becomes easier, and the level of the material they understood develops more with practice. Employing video recorded materials, teachers can always create an indefinite number of language teaching activities.

English films and TV shows are a tremendous resource for teachers. The appropriate usage of this resource makes the learning process different and more interesting for both teachers and students.

Olga Ovadiuk

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POWER POINT PRESENTATION – THE SOURCE OF NEW IDEAS AND CONCEPTS IN LEARNING FOREIGN LANGUAGES

Although PowerPoint has been in existence for many years, it has just begun to spread to schools and ESL classrooms. The reason for this delay is that technology requires hardware, which is relatively expensive. However, more and more classrooms and teachers have computers and the equipment to use PowerPoint. Not only are more teachers using these presentations, but more are producing their own. Some are even placing them on websites for others to download. PowerPoint is a useful tool that is now being used in many classrooms. PowerPoint presentations are excellent for teaching large ESL classes of students. PowerPoint helps concentration and guarantees effective learning if everything goes according to the plan. PowerPoint is a software bundled in MS office and used for creating presentations in the form of slideshows.

PowerPoint presentations can be used in many ways in the ESL classroom as well as in other classrooms. Presentations can be used for initial teaching, for practice and drilling, for games, for reviews, and for tests. PowerPoint can be used to teach new ideas and concepts to students. The presentation must be clear and uncluttered. One can also use PowerPoint presentations for practice and drills. To do this it is necessary to have the type of material, which can be repeated many times. A presentation of irregular verbs is one example of something which can be repeated again and again. PowerPoint presentations are great for reviewing ideas which have already been taught. After the students have learned and practiced something, it is good to see a presentation. Presentations provide a break in the routine and a way to see the material differently. Not only do students find this interesting, but it is also a good way to check and see if they have mastered a concept. It is a great way to test vocabulary. And also, using the timer feature, a teacher could design many types of interesting tests or quizzes.

Tatyana Pavlova

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TEACHING ESP VIA COMPUTER BASED TECHNOLOGY

At the National Technical University 'KPI' we want all graduates to leave the university with highly employable, applied language skills. With this in mind, in addition to exploring intercultural and cross-cultural communication topical areas, our department's research goals include the areas of developing pedagogical theories and models for teaching writing and presentation skills; exploring and developing professional preparatory courses for young researchers to be able to proficiently research, write, publish and give presentations in a second language; exploring and developing methodologies for teaching, *e.g.* analytical and evaluative skills; researching the influence and use of media and electronic tools in language education; developing models for interdisciplinary studies based on language department curricula; general curricular development for special purpose language study; measuring the status quo of and predicting future trends of actual language skills' and knowledge use in the 'real world' etc.

Drawing from the teaching experience we suggest a procedure for IT-based training, in which a special emphasis is placed on the process of framing research tasks and employing deep learning strategies in the process of their completion. Taking into account the distribution of the student's ability to use computers English language learning, we developed four different approaches – teacher-centered, learner-centered, self contained and teacher-facilitated work – to integrating the technology-based learning into the foreign language curriculum. Undoubtedly, the Internet is an immense source for ESP linguistic resources and the important fact is that the information is updated all the time, so that it is always new and fresh.

Nowadays we speak about the increasing emphasis and promotion of autonomous learning of foreign languages and the widening role of online technologies. They have lately become the major features in implementing information technologies in foreign language teaching all over the course.

USE OF MULTIMEDIA TECHNOLOGY IN EFL CLASSES

Due to the current status of English as a global language of science, technology, and international relations, many countries around the world consider the teaching of English a major educational priority. However, English as a Foreign Language (EFL) is often taught under unfavorable conditions, and, as a result, high school graduates are not always competent users of English. EFL teachers in Ukraine, for whom this situation is probably familiar, can profit by sharing information about the problems they encounter and by investigating the various alternatives available to improve EFL instruction. To join multimedia technology with traditional classroom English instruction does not mean to replace the classroom, textbook, or teacher but rather to supplement them with the hope of achieving the program's main objectives: to develop the students' mastery of reading, listening, writing, and speaking skills, as well as the sub-skills of vocabulary and grammar.

Some specific objectives include: increasing students' awareness and understanding of their own learning processes; developing an autonomous attitude in students toward language learning; helping students recognize and incorporate pertinent strategies in order to motivate them learn on their own; encouraging students to think critically and express themselves reflectively. Using multimedia technology in the classroom: allows students to work individually at a computer station, at their own pace, and according to their own needs; helps teachers to deal more effectively with a large group of students; makes the introduction and presentation of content more dynamic and attractive for students; increases student motivation due to the interactive nature of the activities; trains students to self-monitor and self-assess their progress, which promotes autonomous learning; promotes a task-based approach to learning; allows students to experience real-life and communicatively meaningful language situations and contexts; introduces a variety of printed, audio, and visual materials that match different student learning styles and preferences.

Iryna Sekret

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PEDAGOGICAL REFLECTIONS ON E – TECHNOLOGIES IN ACADEMIC ENGLISH LEARNING

With the rapid development of computer and Internet technologies learning at any level obtains new features and characteristics. Involving e-learning technologies into the traditional classroom is claimed to be an effective means of self-regulated learning, enlarging the students' outlook and progress in their professional competence. However, when it comes to the practical application, e-learning technologies arouse much argument and discussion. The situation can be explained by a number of factors: there is no unified approach to the classification of e-learning technologies; there are no scientifically grounded and valid investigations concerning

design of an effective e-textbook for foreign language learning at the technical university; roles of the learning process participants – a student, an academic group, a teacher and e-learning technologies – are vague and need differentiation.

Competence in a foreign language is the unity of knowledge and skills of the linguistic, cognitive and socio-cultural dimensions. ‘Developing competence’ is defined as the ongoing process of the acquisition and consolidation of a set of skills needed for performance in one or more life domains at the journeyman-level or above (Robert J. Sternberg, 2007). Competence in Academic English as a foreign language is determined by the specifics of the context and situations for which it is learned. Speaking about learning Academic English at the university as determined by the professional context, we refer to the language used by the educated. It is the language which is needed to function at the university level and beyond in the professional environment.

Therefore, the design of e-learning technologies aimed at the development of Academic English competence should be realized by mutual efforts of foreign language teachers and programmers according to learning purposes within a certain curriculum of a specialists’ training.

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DISTANCE EDUCATION AS A NEW METHOD OF TEACHING

Developments in technology allow distance education programs to provide specialized courses to students in remote geographic areas with increasing interactivity between students and teachers. Although the ways in which distance education is implemented differ from country to country, most distance learning programs rely on technologies which are either already in place or are being considered for their cost-effectiveness.

Distance education relies heavily on technologies of delivery. Print materials, broadcast radio, broadcast television, computer conferencing, electronic mail, interactive video, satellite telecommunications and multimedia computer technology are all used to promote student-teacher interaction and provide necessary feedback to the learner at a distance.

Until the advent of telecommunications technologies, distance educators were hard pressed to provide for two-way real time interaction, or time-delayed interaction between students and the instructor or among peers. Interaction between the student and the instructor usually took the form of correspondence of self-assessment exercises that the student completed and sent to the instructor for feedback. With the development of synchronous (two-way, real time interactive technologies) such as audio teleconferencing, audio graphics conferencing and videoconferencing it is now possible to link learners and instructors who are geographically separated for real time interaction.

The dramatic growth of the adult learner population is making distance learning an increasingly popular choice of learning techniques.

ADVANCED COMPUTER MULTI – MEDIA TECHNOLOGIES IN TEACHING MODERN ENGLISH

Entering the modern European Community presupposes a high level of knowledge of lingua franca that is English for the time being. In modern society computer has become one of the most usable and available means of communication (through the Internet first of all) and a very productive device of teaching and learning foreign languages. Multi – media programs have been already engaged into educational process as one of the advanced methods of teaching foreign languages. The huge educational value of ‘Talk to me’ and ‘Professor Higgins’ multi – media programs are highly appreciated by the teachers of Chernihiv State high school of Economics and Management as they meet the present day demands of Bologna credit module system introduced into modern educational system in Ukraine.

The advantages of these computer educational multi – media programs are rather evident. From the psychological point of view computer programs contain tremendous motivational potential both interior and exterior, and the most actual is communicative motivation – a student is given an opportunity to express his thoughts and intentions not involving the senior supervisor (a teacher). Computer as an inanimate device guarantees confidentiality to the student: at the computer lesson there is no psychological pressing felt by a student in case of failure in understanding or producing utterances.

Except for purely educational potential, multi – media programs ‘Talk to me’ and ‘Professor Higgins’ contain cultural and linguocountrystuding information. The verses, rhymes, limericks and proverbs give splendid glimpses on the way of life and mental schemes of British people, video fragments show the real life of modern English spoken society. Therefore, we find it important to emphasize that multi – media programs used at the English lessons improve both lingual, speaking and socio-cultural competence of a student.

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EFFECTIVE AND PERSONALIZED PRESENTATIONS FOR TEACHING EFL/ESP

In the ever growing world of technology, the popularity of computers to generate presentations is growing. Contemporary laptop computers coupled with many of the common software packages offer flexibility to the presenter. A professional looking presentation can be prepared ahead of time and displayed using this exciting technology. High tech is wonderful when it allows us to illustrate a point in the more effective way. However, there is a limit. If the students, their minds, are not engaged in the presentation, the presenter fails as a teacher. The process of preparing presentations should be focused both on the needs of interaction and the educational needs of the students. The first question presenters should ask themselves before

giving a presentation is, ‘What is in it for the student on a practical, real world level?’ If they are not involved, if they are mind-numbed in a dark room, watching and listening only, that is a one-way process. Interactivity implies a continuing two-way process, each mind should be working and creating an internal dialogue.

Many presenters are prepared formally, they simply read out what is written on slides and hope that because of so much technical confidence they would be highly respected. The problem is that in this case the message is totally lost. The strongest attachment people have to any idea is the attachment they get with the presenter, the person who gives the information. Trying to keep an audience ‘attached’ in the dark, with a lot of pictures and very little live presence is not usually memorable or helpful.

We have found that minimum tables and pictures skillfully selected and tailored to the students needs is the best for the audience. Every time presenters do that, the feedback from the audience shows that they are on track. In case the participants do not feel a connection to the presenter as a human being, the information is distorted and such presenters are set up as a poor role model for any person who would like to be a presenter in future.

Lilia Sorochan

Kyryvyi Rih State Pedagogical University

USING FEATURE FILMS IN PROJECT WORK AT PEDAGOGICAL UNIVERSITIES

Advantages of feature films used at higher educational establishments with a purpose of developing speaking and listening skills of students have been noticed by teachers long ago. Such films are regarded as authentic materials which not only enhance additional motivation through creating the impression of communicating with the native speakers, but are also rich in socio-cultural aspects providing a substantial basis for developing students’ awareness of native speakers’ behavior in a particular situation. Nevertheless, the films provide teachers with a kind of challenge as only in case they are carefully and thoroughly chosen their usage is effectively installed into the teaching process.

In the course ‘Written Practice and Conversation’ we actively join the following main components: professionally-oriented work, project work and authentic feature films. The presentation suggests a selection of fragments from 6 authentic feature video films which are grouped according to the thematic objectives of the curriculum for the third-year students of pedagogical universities. Each fragment (the length of not more than 10 – 15 minutes) demonstrates a definite conflict or a problem situation from a successful teacher’s experience. It is accompanied with a series of pre-viewing, while-viewing and post-viewing activities which enable our students not only to understand and analyze both the students’ and the teacher’s behavior in this conflict, but also to work out their own solution of the problem either in an individual or group format. A successful final result of the students’ work requires theoretical knowledge and practical skills in several pedagogical courses – methodology of teaching foreign languages, theory of education, general and children psychology.

Thus, the presentation focuses on the structure and principles of implementing fragments from authentic feature films into project work with the third-year students

at pedagogical universities.

Oksana Zarivna

National Technical University of Ukraine 'KPI'

USE OF INFORMATION TECHNOLOGIES IN LEARNING LANGUAGES

Creation of artificial foreign environment in the process of teaching foreign languages is one of the important problems of modern methodology. It is not only new modern hardware but also new forms and teaching methods, a new step in the process of teaching. The primary purpose of teaching foreign languages is forming and development students' communicative culture. One of the most revolutionary achievements for the last decades that considerably influenced on an educational process in the whole world is creation of world computer network (Internet). Modern system of education uses information technologies and computer communications more often. The development of information technologies gave us new, unique possibility of teaching: introduction of the distant learning. It, at first, allows you to choose the time and place for teaching, in the second, enables to get education for persons, who are deprived to get traditional education by virtue of one or another reasons, in the third, to use new information technologies in teaching. On the other hand, the distant education strengthens possibilities of individualization of teaching. As a rule, in the distant learning the electronic textbooks are used. Advantages of these textbooks are: mobility, availability of connection with the development of computer networks, adequacy to the level of development of modern scientific knowledge.

Creation of electronic textbooks promotes also to the decision such problem as a permanent update of informative material. Also there can be plenty of exercises and examples, different types of information in them. In addition to this, computer testing is carried out with the help of electronic textbooks. On the modern stage distant learning is very popular form of education in the world. Today the network of universities and colleges, which use distant learning, covers five continents.

Testing results shows that using electronic textbooks students successfully teach material. Thus, development of information technologies gives us wide possibility for the invention of new methods of methodology in education.

15. TEXTBOOKS AND MATERIALS DESIGN

Oksana Bykonya

Ukrainian Academy of Business and Entrepreneurship

TRENDS IN TEACHING GENERAL ENGLISH

Our book 'English' is a textbook for senior pupils and first-year non-lingual students of English as a foreign language. This textbook provides practice in phonetics, reading comprehension, oral communication and in writing.

The learning activities in our book provide many opportunities for students to improve their proficiency in both reading and using English and to express their own

ideas and feelings orally and in writing. The majority of the exercises and activities are open-ended, that is, they elicit many different responses. The ‘?’ in some of the activities invites students to give other appropriate possibilities apart from those already provided.

The kinds of learning activities vary considerably from Unit to Unit, to accommodate differences in learning strategies, topic interests, and desired depth of analysis. They include reading comprehension, reading strategies, grammar rules and practice, writing tasks, vocabulary building, pronunciation, small group discussions, and independent study projects.

There are 16 Units in the textbook. Every unit is divided into two parts: learning lexical and grammar materials. Also there is a small course of phonetics: rules and practice. At the end of this textbook there is a table of irregular verbs and English-Ukrainian Vocabulary to this book.

Before every Unit there is a list of words and phrases that appear in its reading selection, alphabetically.

Reading comprehension exercises guide and check the students’ understanding of the reading selections. Varied formats are used to evaluate how well they understand what they read and to help them develop efficient analytical skills. These exercises include true/false statements, sentence completion, multiple-choice, rank-ordering events.

The book includes exercises and activities for expanding students’ ability to communicate in writing (writing a letter, drafting a report, describing something).

Oksana Davydenko

Admiral Makarov National University of Shipbuilding

ESSENTIAL PRINCIPLES OF ESP MATERIALS DESIGNING

The advance of the modern world has varied the approaches to language learning and teaching. Students’ learning needs have witnessed a lot of changes. To keep pace with these changes adequate course design for ESP, especially the design of new materials, is now in great need.

The materials that can still be found and are still used by some tutors in teaching process, claim to be out-of-date and are much lagging behind in material design, especially in the area of exercise design. The latter referred to, focusing on reading and translation skills, present unsatisfactory performance in integrating skills. As most exercises are designed to check students’ understanding, they appear more mechanical. Group work and visuals are not present in the exercises.

The principle of skills integration can be explained as the teaching of the language skills of reading, writing, listening, speaking and translating in conjunction with each other. To provide the quality and relevance of materials and methodology the following objectives should be taken into consideration: vocabulary, grammar, reading, listening, speaking, writing and translation.

In developing language materials two main points can be outlined: 1) selecting texts, and 2) designing exercises.

There are some important principles that should be viewed for each point. Selected texts have to be authentic, adopted, short and accessible, flexible, provide a

stimulus for learning, provide models for correct and appropriate language. Designed exercises should be content-based, skill-focused, similar to activities at target situations, contain interesting contexts and enjoyable activities.

Thus ESP tutors have great freedom to choose interesting and motivating topics, demonstrate their inventiveness and creativity. Provided that ESP teachers are to be responsible for developing the course, they need time, skills and support to do so.

Svetlana Donets

Ukrainian State Academy of Railway Transport

THEORY AND PRACTICE OF CREATING THE TEXTBOOK FOR RAILWAY STUDENTS

Creating a textbook designed specifically for the students of railway institutions of higher learning has been fostered by several motivating factors, the most important of them being: 1) the absence of any English textbooks for students in this field of engineering, neither in Ukraine nor Russia; 2) the desire to implement the best of what has been accumulated in teaching ESP with the due regard for our students' content area. The textbook is intended as a basic course for the first- and second-year students of engineering, transport and railway higher educational establishments. The main purpose is to develop basic linguistic and communicative competence of future railway engineers. To achieve this aim in the comprehensive English course, we have applied the balanced activity approach so that students could benefit from all-round development of the four language skills.

Each of the ten units is structured as follows: Reading Rules, Grammar, Reading and Discussion, Conversational Practice, Word Building, Grammar Revision, Enjoy Yourself. One of the strong points of the textbook is the novelty and information value of the texts discussing the latest and the most urgent trends in world railway development, as well as other, non-professional topics of general interest. Reading and discussion section offers a variety of pre-text and comprehension exercises, followed by organized group discussion, problem-solving exercises, role plays (conferences) with the purpose of developing presentation and participation skills. At the final stage students may be required to deliver talks on topics specified by the syllabus or based on their independent reading related to the content area. The roles of both the reporter as an innovative leader and the listeners as critical thinkers are equally important for the discussion.

Lyudmila Herman, Iryna Shul`ga, Natalia Arzamastseva

Kharkiv National Agrarian University

NEW EDUCATIONAL TEXT-BOOKS AND THEIR MAIN FUNCTIONS

Ukraine's joining Bologna process demands preparation of new educational programs taking into consideration a credit-module system, making of new type text-books which will enable to improve, modernize the process of foreign languages teaching in higher educational establishments, to form a specialist mastering high language skills level. The main task of new text-books is to teach students to use

different types of reading of authentic professional texts which aim at receiving professional information, to discuss the questions raised in the text with their interlocutors or to make monologues reports, to write professional texts and documents without grammatical mistakes (public speeches, summaries, etc.). The text-books contain educational materials ensuring both classroom and self-study work of students, including individual scientific research tasks.

The educational material is divided into modules (for example, the modules in the text-book 'Beginning Professional English' are 'Plants', 'Soil', etc.). Every module includes some units which contain authentic texts for reading and exercises which further enlarge students' vocabulary, the perfection of complex grammar phenomena and the development of oral and written students' professional communication.

The main functions of these text-books are communicative, informative, and arranging. The realization of the communicative function may help students master their skills on the sufficient level to have a good command of foreign languages in four types of communicative situations. The informative function means that the text-book is a source of professional information in any field of knowledge. Arranging function is connected with the two previous ones. The following factors favor its successful realization: distinct representation of the text-books contents, precise wording of tasks, explanations, availability of commentaries, vocabularies, etc.; clear structure in educational substance. This is the way to train students gradually to hold professional communication.

Svitlana Markelova

L'viv Ivan Franko National University

A FOCUS ON DEVELOPING ACADEMIC ENGLISH SKILLS: A CONCEPT OF A UKRAINIAN TEXTBOOK FOR STUDENTS OF MASTER'S PROGRAMS

Teaching academic English skills is still a neglected pedagogical area in Ukraine as well as in other post-Soviet countries. Recently, some successful steps have been made in Ukrainian universities towards incorporating academic English into general ESP courses. This experience has been described by the author of this paper at international conferences as well as in publications (Budapest 2003, Athens 2005, Bergamo 2005, Compiègne 2006, Bochum 2007, Lviv 2008).

The presentation describes an attempt to shift the accent to academic English in an English language textbook for Ukrainian students of Master's programs. Our purpose is to show how general English language course can be taught under the umbrella of academic English. I will start by showing the place of academic English and academic writing in particular in the whole system of textbook materials. Then it will be discussed how other tasks contribute to understanding academic English conventions and developing academic writing skills.

To illustrate the suggested ideas, materials, exercises and grammar themes included in the book will be considered. Preliminary results of piloting the textbook will also be presented. I intend to mention the impact of the Partnership program between the University of Oregon and Lviv National University on introducing different aspects of academic English into teaching ESP courses at our university.

Finally, some considerations as to the prospects of teaching academic English as well as academic writing will be discussed, which are potentially applicable to similar educational situations.

Nataliya Yekymenkova

Kyiv National University of Technologies and Design

USING AUTHENTIC MATERIALS AND APPROACHES

For students to develop communicative competence in reading, classroom and homework reading activities must resemble real-life reading tasks. They must, therefore, be authentic in three ways.

1. The reading material must be authentic: It must be the kind of material that students will need and want to read while using the language in professional contexts.

When selecting texts for student assignments, remember that the difficulty of a reading text is less a function of the language, and more a function of the conceptual difficulty and the task(s) that students are expected to complete. Simplifying a text by changing the language often removes natural redundancy and makes the organization somewhat difficult for students to predict. This actually makes a text more difficult to read than if the original were used.

Rather than simplifying a text by changing its language, make it more approachable by eliciting students' existing knowledge in pre-reading discussion, reviewing new vocabulary before reading, and asking students to perform tasks that are within their competence, such as skimming to get the main idea or scanning for specific information, before they begin intensive reading.

2. The reading purpose must be authentic: Students must be reading for reasons that make sense and have relevance to them. 'Because the teacher assigned it' is not an authentic reason for reading a text.

To identify relevant reading purposes, ask students how they plan to use the language they are learning and what topics they are interested in.

3. The reading approach must be authentic: Students should read the text in a way that matches the reading purpose, the type of text, and the way people normally read. This means that the majority of reading should be done silently and reading aloud will take place only for pleasure.

Antonina Zaytseva

Myrhorod Secondary School № 5

LEARNING AND HAVING FUN WITH TECHNOLOGY

Students' learning potential increases when attitudes are positive and motivation runs high. My presentation will be devoted to some teaching techniques and activities that affect motivation and make attitudes more positive. Nowadays various effective language teaching strategies, including applying technology in class, can encourage students to be more positive towards the foreign language they are learning. Students' (including younger learners') interest in modern technology, especially computers, is one of the reasons for studying English with more enthusiasm, when

the teacher uses it at the lessons. In addition to the variety of methods the use of computer technology in the classroom is particularly beneficial when combined with such activity as project making. Ukrainian teachers widely use alternative textbooks by Longman, Express publishing, McMillan, however, they need adaptation to Ukrainian reality and some cultural background. Although there are many wonderful books to choose from, the example presented here is based on the Excellent I (Longman) and the project work with computer technologies, which we have successfully used at the lessons in the 2nd grade of the English specialized school.

The textbook covers such items of school curriculum as 'Appearance', 'Food' etc. The main characters of the book including children, adults and even pets (a parrot and a cat) go from activity to activity together with the students, thus making the experience more exciting and helping the learners to more easily memorize the material. The heroes' wonderful traveling from one stage of learning to another is accompanied with CD recording of teaching textual material and pieces of entertaining activities like songs, poems, jokes etc. However, it's still not enough for a creative teacher and highly motivated students. The textbook gives us a framework or an anchor on which to base our interpretation and eventual expansion of meaning of the actions to be preformed and material to be learned. Therefore, we decided to start project work in order to motivate our students.

16. TESTING AND EVALUATION

Oksana Khodakovska

Yaroslav Mudryi National Law Academy of Ukraine

TESTING AND EVALUATING

Theoretically, as has become clear through empirical studies in language testing, there has been a shift from using assessment as a way to keep students in their place to using assessment as a way to help students find their place in school and in the world community of language users. In this popular tendency of treating language tests, language tests have been considered extremely helpful for both students and teachers, and even for administrators. We point out the importance of language testing by demonstrating that properly made tests can 1. help create positive attitudes towards instruction by giving students a sense of accomplishment and a feeling that the teacher's evaluation of them matches what he has taught them; 2. help students learn the language by requiring them to study hard, emphasizing course objectives, and showing them where they need to improve; 3. help teachers and administrators by confirming progress that has been made and showing how they can best redirect their future efforts.

Therefore, being competent in language testing, particularly in oral language testing under review in this thesis, is claimed to be crucial for language teachers to properly develop language tests.

To sum up, the adequate approach, in my viewpoint, to assessing learners' production of spoken language is to measure the extent to which they are able to successfully convey and achieve the intended purposes of a particular test task. In

other words, learners' performance on an oral test task should be examined in terms of communicative effectiveness or success of meaning negotiation. However, this assessment way, if a real success, is greatly related to the communicative stress under which test tasks are designed.

Lyudmila Konoplenko

National Technical University of Ukraine 'KPI'

CRITERIA FOR MAKING A PROPER TEST

A test is an optimally reduced content of education in the system of test questions. It means that test material should be selected in such a way that the answers would reveal the level of knowledge of every student with high accuracy (more than 95 per cent). The knowledge given in the university is more profound and applied than at school that is why the tests are different too.

Material studied by students usually includes basic concepts and terms, scientific facts and facts from everyday life, rules, laws and theories.

The main criteria of a proper test are the following:

1. A good test seems to be appropriate to those who need to know the results.
2. A good test is easy to be checked.
3. A good test gives clear results.

The criteria for choosing the content of a test are

1. The content must correspond to the aims of testing. The more fully is the discipline revealed in the test, the more valid the results are.

2. The knowledge being checked must be relevant and significant.

3. The connection between content and form is important for understandability and efficiency of the task.

4. The test questions must be correct from lexical, grammatical, stylistic points of view.

5. The content of a discipline must be represented in the content of a test, that is, closely connected with the amount of tasks. The more knowledge we need to check, the more tasks must be made up. Also we take into account the types of tasks (integrative tests demand fewer tasks as they cover some aspects simultaneously).

6. A test must correspond to modern state of science, be balanced, complex, systematic and variative.

Svitlana Korneliuk

Okhtyrka Gymnasium, Sumy Region

PORTFOLIO AS ONE OF THE TOOLS TO ASSESS PROGRESS IN EDUCATION

The portfolio concept in education is not a new one. It was used by designers, artists, performers to organize their work and to showcase their skills and talents. The items in the portfolio provide concrete examples of what a person is capable of doing and provide another dimension beyond the written resume or a test of skills.

The portfolio has emerged as one of the more powerful tools for assessment and

evaluation in education. Assessment is the process of gathering evidence of what a student can do and evaluation is the process of interpreting the evidence and making decisions based on it. Assessment is a term used to describe real tasks that require students to perform and/or produce knowledge rather than reproduce information others have discovered. This process has become a major focus of school reform. Teachers recognize that standardized tests and traditional paper-and-pencil tests do not always capture what students understand and are capable of doing.

The emphasis today is shifting from standardized tests and traditional multiple-choice tests to alternative forms of assessment that require a ‘direct examination of student performance on significant tasks that are relevant to life outside of school’.

Students need to perform a task, demonstrate a skill, show a process, or produce a product that shows what they know and can do rather than take a multiple-choice test that may only measure how well they can memorize or take tests.

A portfolio can be both a container of evidence of a student’s skills and a portrait of a student’s development through the school year. It is a collection of students’ work that exhibits their efforts, progress and participation in selecting contents and evidence of students’ self-reflection.

There exists a variety of portfolio types used today. They may be personal, academic, or professional. It is a flexible and valuable tool that can be used for a variety of purposes.

Anastasiya Nesmachnaya

Kharkiv National Academy of Municipal Economy

TESTING READING SKILLS

Tests of vocabulary often provide a good guide to reading abilities. It is usually necessary for students to demonstrate not only a knowledge of the meaning of a particular word but also an awareness of the other words with which it is generally used. However, in addition to their usefulness in proficiency tests, vocabulary tests are also useful in progress tests as they lend themselves to follow-up work in class. It is important at the outset to decide which words teacher expects the students to recognize and which words teacher expects them to use. Remember, that most people can recognize far more words than they can use. Here are some types of exercises teacher can use for testing students’ reading skills:

I Reading tests: multiple-choice items

- | | |
|-------------------------------------|-----------------------------------|
| 1) Re-writing part of the paragraph | 3) Writing option of equal length |
| 2) Avoiding matching words | 4) Mixing item types |

II Reading tests: true/false items

III Reading tests: completion

- 1) Reading tests with blanks
- 2) Tests followed by summaries with blanks

At a more advanced level, students may be required to read a text in order to take notes. However, it is project work that usually makes most use of multi-mode reading tests. In a project which requires students to make decisions with regard to alternative forms of energy, for example, discussions and report writing will be based on a considerable amount of initial reading. Such a variety of tasks will enable you to

assess your students' performances not only in reading but also in speaking and writing. Although not given as formal tests, such activities in a project will usually enable accurate and reliable assessments to be made. Always attempt to give realistic tasks for students to perform in such tests. Avoid traditional kinds of tests in which students are instructed simply to read a text and talk about.

Oksana Yarmolenko

National Technical University of Ukraine 'KPI'

MULTIPLE-CHOICE QUESTIONS IN THEORY AND PRACTICE

A multiple-choice question is a question in which students are asked to select one alternative from a given list of alternatives in response to a 'question stem'. The other alternatives are called distractors.

Multiple-choice questions can cover different types of activities and involve very different skills. They can be set at different cognitive levels. Applying Bloom's Taxonomy, teachers can design questions that require recalling facts at the lowest level; test the students' understanding of facts, procedures; challenge the ability to apply factual knowledge to given situations; and, at the highest level, require deducing and evaluating. Multiple-choice questions can be focused on one word, a structure, an expression, a clause or a sentence, a paragraph, the whole text.

To create good questions it is important to state the problem clearly, avoiding vague generalizations and irrelevant information. Students should know exactly what is expected of them. The stem should contain most of the wording in order to reduce the reading load. It is advisable not to use negative stems. If this cannot be done, the negative words should always be highlighted by underlining or capitalization. The alternatives should be equally plausible and internally consistent. Only one of them should be unambiguously correct. The answer and distractors should all be of approximately the same length. The position of the answer should vary. One should avoid an option 'All of the above'. 'None of the above' variant should be used with care as it gives no diagnostics on misconceptions. The teacher must be careful not to give a clue in the stem (*e.g.* a/an).

Whatever the type of multiple-choice question used, it is essential that the students do not consider them as a guessing game.

17. TEACHER DEVELOPMENT

Nataliya Andronik

Chernihiv Taras Shevchenko State Pedagogical University

DISCUSSION MANAGEMENT

One of the most challenging teaching situations is a discussion or a speaking class. That is not only because students need to master special discussion skills, get interested in the problem under discussion etc., but because teachers themselves should possess certain skills and features. The basic skills the teacher needs for such

classes are sociability, motivation, communication and, of course, a good command of the language. However, a teacher also needs certain organizational skills and techniques, which can go under the heading ‘discussion management’.

The teacher’s role in the discussion is to create the conditions in which the discussion can take place, that is:

- *To initiate, to maintain and to summarize the discussion.* The teacher should know what the goal of the discussion is and what questions must be covered in it. Although the discussion is unlikely to follow the exact sequence of the topics, the teacher has to be ready with a list of questions before the discussion. When comments are made and accepted without further discussion, the teacher may ask questions to probe for additional information without filling the silence with her / his own opinions.

- *To give every participant an equal opportunity to speak.* In some classes the most confident students tend to dominate the discussion and the weaker students, those who really need the class, quickly withdraw. The teacher should listen carefully to the discussion and stimulate hesitant or reluctant students to contribute and to control overzealous members of the discussion.

- *To deal with interpersonal problems which develop.* At times a group may attack a person instead of the information that is being discussed.

So, the result and effectiveness of the discussion also depends on the organizational skills and techniques of a teacher.

Yulia Brytan

Chernihiv Taras Shevchenko State Pedagogical University

THE ‘ACTIVE READING’ APPROACHES USE FOR COMMUNICATIVE SKILLS DEVELOPMENT OF THE FUTURE EFL TEACHERS

The communicative skills acquired due to the ‘active reading’ approaches (ARA) use may be effectively employed in students’ further educational, self-educational and professional practice.

The abstracts are aimed at the urgency of the ARA use analysis. The ARA is focused on students’ oriented tasks presupposing a ‘student-text intercourse’. The activities suggest some contradiction, controversial ideas, etc. that motivate reading, increase students’ inquisitiveness, promote logical and creative thinking.

As the Pre-reading stage is concerned, the ARA may be realized as the anticipation and elimination of some phonetic, lexical and grammatical difficulties; the investigation and determination of meaning relevant aspects. The activities may be used on a word level (connotation defining, dictionary work etc.); a sentence and a text levels (topic / meaning prediction based on the title / pictures / key words; reading involving / provoking questions, etc.).

The objective of the While-reading stage leads to students’ obtaining information, revealing explicit and implicit meaning, receiving aesthetic satisfaction etc. The ARA may be realized through such tasks as making notes, filling in the scheme / table, adding new elements to some suggested pictures / maps, arranging the logical events order etc.

The Post-reading stage is inclined to transforming the ideas obtained into the

students' communicative practice matter. It is contributed to interviewing and dramatization; detailing and generalization; controversial aspects discussion / disputing; portrait, interior / exterior descriptions; evaluation from different points of view; writing a summary / exposition / letter / argumentative essay etc. Thus the ARA stimulates the transformation from an educational experience to a real life communicative situation. It is preferable to organize a text-work in some sub-groups, differentiate and verify the tasks.

Yevgeniya Lanina

Kharkiv National Polytechnical University

SOME ASPECTS OF STUDENTS' MOTIVATION TO LEARN

Numerous studies have been carried out to investigate motivation. However, limited research has been done to evaluate the evolution of students' motivation within the first years of study at the University. In this work the author studies the nature of students' motivation to learn, indicates the problem of decreasing motivation and investigates its causes.

This paper contains the results of experimental project carried out in Kharkiv National Pedagogical University with about 100 students involved. Based on the obtained data we make conclusions on the following issues:

1. Students' attitude to educational process;
2. Students' motives to learn;
3. Students' difficulties in learning process.

The first survey examined the students' attitude to study process. It revealed the general tendency of dramatic decrease in students' learning motivation in the first 3 years of study. It is explained by heavy workload, unreasonably academic presentation of mostly theoretical material and lack of teacher-student rapport. As for the students' motives to learn, it is mostly of pragmatic nature, with only 20% of respondents motivated by interest in learning the subject, whereas 80% are driven by the necessity to pass exams and the reality of attendance control lists. According to the third survey, concerning the students' difficulties in the study process, we revealed the tendency of students to blame on external factors (tough deadlines, etc.) rather than their own performance.

The decrease in students' motivation is quite an alarming symptom, so this problem needs further consideration.

Tetiana Marchenko

European University, Mykolayiv subdivision

TKT AS AN IMPORTANT STEPPING STONE IN ENGLISH TEACHERS' CAREER

The Teaching Knowledge Test (TKT) is a test from Cambridge ESOL about teaching English to speakers of other languages. It aims to increase teachers' confidence and enhance job prospects by focusing on the core teaching knowledge needed by teachers of primary, secondary or adult learners, anywhere in the world.

TKT gives teachers a strong foundation in the core areas of teaching knowledge needed in the English language teaching classroom. TKT has three core modules. These can be taken together in one exam session or separately, in any order, over three sessions.

Module 1 – Language and background to language learning and teaching:

- describing language and language skills,
- background to language learning,
- background to language teaching.

Module 2 – Planning lessons and use of resources for language teaching:

- planning and preparing a lesson or sequence of lessons,
- selection and use of resources and materials.

Module 3 – Managing the teaching and learning process:

- teachers' and learners' language in the classroom,
- classroom management.

Results for TKT are described as being in one of four band scores, 1 – 4. There is no Pass/Fail. Every candidate receives a certificate for each module taken.

Nina Vitukhina

Ukrainian Engineering Pedagogics Academy

TEACHER TRAINING AND TEACHER DEVELOPMENT

According to the data obtained by psychologists we learn: 10% of what we read, 20% of what we hear, 80% of what we personally experience, 90% of what we teach to others. The assumption of this fact makes it clear that teachers were not born cleverer than their students but become so while discussing, experiencing and teaching their subject. Teacher training and teacher development can be considered in the following way;

Teacher Training	Teacher Development
Compulsory	Voluntary
Competency based	Holistic
Short term	Long term
One-off	Ongoing
Temporary	Continual
External agenda	Internalagenda

K. Head and P. Taylor consider that it is rather useful to see training and development as two complementary components of teacher education. Teacher training essentially concerns knowledge of the topic to be taught and the methodology for teaching it, i.e. competency. It aims at classroom skills and techniques. Teacher development is concerned with the learning atmosphere, which is created through the effect of the teacher on the learners and their effect on the teacher. Teacher training deals with external knowledge or skill, while teacher development presupposes internal insight. Teacher development means change and growth. It is centered on personal awareness of the possibilities for change. It is a self-reflective process for every teacher as it is based on previous experience. Enthusiastic teachers, having obtained their certificates, would think; 'Now that I am

qualified, the door is open to new and exciting period of personal and professional growth.’ This on-going process requires enormous effort and dedication on the part of the teacher, but it is really rewarding. As A. Underhill put it: ‘Development means keeping myself on the same side of the learning fence as my students.’ And Dr. J. Edge of Aston University, Birmingham, emphasizes: ‘People can train me and educate me, but no one can develop me: I develop.’ Since teacher development is a crucial thing for every enthusiastically minded teacher, it turns out that everything is going on, a lot is done and nothing is finished.

Olga Yashchuk

National Technical University of Ukraine ‘KPI’

LANGUAGE TEACHING: PAINS AND GAINS

‘Every student is different and therefore learns differently’. That statement might not sound very revolutionary but if you look into many classrooms today, it seems that nobody has heard this statement before. Recently, there has been a trend in language teaching to encourage students to take more responsibility for their own learning. But the problem is most of our teachers have got used to directing learning process. They are organizers and mentors of this process, whereas the students are executants of their will. Thus, the latter have only obligations: 1. To attend the lessons (No comments!); 2. To do a number of exercises (For what purpose? The teachers don’t often ask such a question to themselves. So, the students don’t understand why they have to do them either.); 3. To do their homework (What for? The students quite often ask such a question to themselves. That’s why they normally don’t do it. ‘What for?’ they say, ‘The teacher sometimes forgets or doesn’t have enough time to check it’); 4. So, when half of the group is not ready for the lesson, the teacher doesn’t know what to do within 45 min or 1 h 20 (which is worse).

If you want your students to be always ready for the lesson, it’s necessary to change something – maybe your teaching style or learning strategies.

So what can be done to try and overcome the drawbacks in teaching while at the same time getting the most out of students’ language learning capacity?

Here are some suggestions and steps that can be of help to teachers and will be beneficial to you and your students: 1) learning is more important than teaching; 2) do not emphasize difficulties (errors are viewed as learning steps); 3) show your reaction to what students say (what to say is more important than how to say); 4) avoid prolonged empty spaces during the class (the moment continuity of a class is broken, discipline problems are more likely to arise; so every teacher’s ‘bag of tricks’ should include a variety of short activities that can be used when learners finish doing an activity sooner than expected); 5) use communicative method in teaching (it means that communicative competence is the desirable goal and teachers help learners in any way that motivates them to work with the language); 6) encourage students to use language (students should have a real need to communicate, so create different communicative situations in which learners are expected to interact with other people in pair or group work). Therefore, take advantage of the above ideas and the gains will be much more than the pains.

18. ELT MANAGEMENT

Miles Arbuckle, USA

Institute of Economics and Law, Sevastopol

SUCCESS

What is success? The answer to that probably has as many answers as there are people. Most of the world looks on achieving success as measured by what we possess, such as money, fame, power, influence or the potential to achieve these things. The primary goal of all educational institutions is supposed to prepare students for a vocation. This is very important as most vocations require a lot of training before one may enter. But the problem is life is made up of relationships. We may be a success in our profession and at the same time be a failure in our relationships. All we have to do is look at the popular people today.

They enjoyed a high degree of success in their prospective careers but are basically failures in life. Also we can see from the high divorce rate that it isn't just those that are public figures, and even some that had been married twenty and thirty years are calling it quits.

Isn't it time to start to look at relationships and see what is missing? Why are so many relationships being dissolved? What can we do to help people develop lasting relationships? Is there any hope? If good relationships are going to be built where do we start? Happy home?

Unfortunately too many homes are now 'the place where family members go when they are tired of being nice to other people.' A salesperson may spend their day treating customer with kindness but goes home and is rude to their family. Or what about the doctor that is caring and compassionate with patients but comes home stressed and exhausted so unloads it all on family. How can we achieve a happy home? A happy home will provide acceptance, appreciation, encouragement and love. This builds strong bonds between family member and everyone feels safe. Well I say, 'It starts first with kindness.' Are we truly being loving and kind with other members of our family?

The goal of the university and the professors is to give students the potential to be successful and then we feel successful as we watch students become successful. I would like to suggest a number of things that would be helpful in establishing harmony in our families and other relationship.

Viktoria Bokova

Petro Mohyla Mykolayiv Chornomorsky State University

GUIDED CLASSROOM OBSERVATION AS AN EFFICIENT MEANS OF PROFESSIONAL COMPETENCE DEVELOPMENT

The specific feature of Ukrainian foreign languages programs is in their combining several programs (English and Literature, Linguistics, and TESOL). With their primary focus on developing students' foreign languages proficiency, teaching

competence development becomes a leftover category of studying languages. Students' teaching skills remain underdeveloped, since it is impossible to allow equal amount of instruction hours for all the above fields within one program. Under the existing conditions, reflective techniques, namely, guided classroom observations and written logs could serve an intensive way for students to develop professionally. Foreign philology students observe lessons of their peers and teachers during their practicum, but since their observations do not have particular tasks, they are viewed as a negative experience associated with the evaluation of a teacher's performance.

J. Richards (1996) claims that considering observation 'as a way of gathering information about teaching, rather than a way of evaluating teaching' can help to overcome this stereotype [1: 12]. We consider that guided classroom observations in combination with reflective logs can also become a means of transforming theoretical knowledge about teaching methods and principles into practice. To demonstrate this, the author analyses the observation log that she wrote while studying in the American TESOL program. The task was to observe the variation in teacher's eliciting strategies and prompts. The author concluded that within learner-centered teaching (one of the principles of Communicative Language Teaching), teachers' re-phrasing should not lead to the decrease in student's talk time. Also, to reduce students' anxiety, teachers should vary the types of questions according to the students' level of language proficiency.

Varvara Chernukha, Lyubov Novak

Poltava University of Consumer Cooperatives in Ukraine

BUILDING A LANGUAGE- FRIENDLY ENVIRONMENT

In a modern, increasingly interconnected globalized world, multilingualism and intercultural competence are essential components of successful and efficient business communication. Studies have shown that investment made in the development of the employees' language skills, provide a sustainable basis for lasting intercultural business relations and the positive effect on productivity and export.

Learning a foreign language in the classroom is a developmental process, where students acquire both thinking and interpersonal skills, and group dynamics. Students exchange their ideas from their previous learning experiences, combine and refine them to form better and greater solutions. As a result, the learning environment becomes more productive when students take on proactive roles in communicating their findings and solutions.

To that end, when students are studying a content area of interest, for example, International Business, etc, they are more intrinsically motivated to learn both the content and the English language simultaneously. Students write, speak and seamlessly integrate a statement from the text. They apply a theory from this discipline to describe, analyze, explain, compare, and/or evaluate something in a new situation.

Task-based learning that can be used in the speaking classroom assists in getting students talking; it is characterized by the integration of multidisciplinary knowledge across a central theme. With repeated exposure to interdisciplinary thought, students develop more advanced critical thinking ability, and understanding of the relations among perspectives derived from different disciplines. Growing interdisciplinary

connection between students and faculty develops students' ability to sustain professionally oriented discussions.

To sum up, interdisciplinary learning is both language acquisition and study of subject matter. In this context students learn language through content in a meaningful learning environment, developing a critical sense of response to learning and integrative habits of mind.

Iryna Drozdova

Kharkiv National Academy of Municipal Economy

FUNCTIONS OF PROFESSIONAL COMPETENCIES TRAINING OF THE STUDENTS AT HIGHER TECHNICAL UNIVERSITIES

Historically, the system of formation of professional competency is thought to possess integrating and informing roles: *e.g.* deepening, updating, and replenishing the knowledge of the students of technical universities in specific scientific and professional areas of their future activity. The majority of researchers tend to believe that the personal approach means not just taking into account person's individual qualities in the professional activity, but also researching into the ways of person's development as a professional.

The key functions of formation of professional competencies of the students and specialists in a certain field are as follows:

- *the cognitive function* which provides for satisfaction of intellectual, professional, and information needs of the students in their future profession;
- *the compensatory function* which consists in eliminating any gaps in the education related, *e.g.*, to insufficient knowledge, need for a more in-depth, individually realized mastering of the subject matter as well as professional knowledge and skills;
- *the diagnostic function*, the importance of which consists in identifying the students' inclinations and preferences, determining their qualifications level, level of individual psychological properties and directions of the personality development;
- *the design-prognostic function* which allows identifying students' abilities and preparedness for their professional activity, their future creative potential;
- *the adaptive function* which consists in the development of information culture, basics of professional management, ability to project and design professional technologies and systems. The scope of information a student needs to become a professional is rapidly growing today and only a radical change in the teaching technologies would allow satisfying the needs of state and private institutions which require a high quality of professional training.

Nataliya Kovalska, Nadiya Prisyazhnyuk

National Technical University of Ukraine 'KPI'

CHALLENGES OF THE SECOND FOREIGN LANGUAGE

When the students come to our English classes in 10 minutes after their German lesson we need a 'powerful tool' to make a shift from one foreign language to

another. Our experience in teaching English as a second foreign language (SFL) for the students whose first foreign language (FFL) is German has shown that in this case we face additional challenges. Such challenges contribute to the use of not only the students' native language in the classroom but mostly the use of the first foreign language. Sometimes these hurdles block the use of English completely.

We tried to immerse our students into English by means of posters as warming-up. Using posters at the beginning of class serves us as a wake up call for students telling them that it is time to switch to English from Ukrainian (their native language) and German (FFL). For posters we usually take the mounted photographs or pictures with captions as cues to prompt students' participation. Thus, the main purpose of the posters in our case is to encourage students in learning SFL and provide controlled practice in a given English structures or concepts.

As a rule, poster foster students' oral practice. Even before the goal of the lesson is presented they easily use several common English language structures and vocabulary. Posters have the following benefits: they encourage authentic communication, increase self-confidence, help minimize incorrect language and improve pronunciation, etc.

Comparing to textbooks posters are more inviting as they visually stimulate learners and grant students more autonomy in class and also bring students close to real life situations. This technique helps us even benefit from challenges of teaching English as SFL and improve the level of teaching English in general.

Maryann McGuire

Ph.D., Brown University

M.P.A., C.P.A., 25 years in business

NEGOTIATING AS A TEACHING TOOL

A key problem in teaching business communication to TEFL students is creating teaching scenarios that are both realistic and interesting. Business students are pragmatic; they become most engaged in classroom work when they can see an immediate application. And because actual business communication problems involve reading, speaking, listening, and writing, the most productive classroom assignments involve all four skills. I have found that some of the most effective assignments are collaborative negotiations.

The class activities are as follows:

1. Groups divide into negotiating teams.
2. Teams are given very brief negotiating problems
3. Teams analyze their problem and define their objectives.

4. The pairs then meet for a collaborative negotiating session. This is not a debate in which one side wins. Collaborative negotiation is used in business, diplomacy and in family counseling to form or reinforce long-term relationships between the two sides. Thus, such negotiation requires:

- a. Very careful listening to the other side's needs
- b. A respectful dialog, using vocabulary that emphasizes alternatives 'on the other hand,' 'in my opinion,' 'perhaps.'

- c. Discussion that attempts to distinguish between significant and insignificant needs on each side.
- d. A final clarification of what each side must have to reach a resolution.
- e. A mutual exploration of possible options for resolution.

5. The instructor serves as a resource for the groups.

6. Each group then presents to the class, with the instructor critiquing grammar, pronunciation, and phrasing.

The assignments are easy to prepare. After completing the first assignment, the students themselves will suggest cases for additional classes. These assignments also work with all ability levels. Elementary students can negotiate using a basic vocabulary and the phrasing to present opinions. Advanced students can negotiate using more sophisticated vocabulary and complex grammatical forms.

Lyudmyla Poplavs`ka

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SUCCESS IN LANGUAGE LEARNING

Why are some students successful at language learning whilst others are not? If we knew the answer to that question the job of teaching and learning a language would be easy. We do not, of course, but we can point to a number of factors which seem to have a strong effect on students' success or failure. People involved in language teaching often say that students who really want to learn will succeed whatever the circumstances in which they study. All teachers can think of situations in which certain 'motivated' students do significantly better than their peers; students frequently succeed in what appear to be unfavorable conditions. In the face of such phenomena it seems reasonable to suggest that the motivation that students bring to class is the biggest single factor affecting their success. Motivation is some kind of *internal drive* that encourages somebody to pursue a course of action.

Language learners who are motivated perceive goals of various kinds. We can make a useful distinction between *short-term* goals and *long-term* goals. Long-term goals might have something to do with a wish to get a better job at some future date, or a desire to be able to communicate with members of a target language community. Short-term goals might include such things as a wish to pass an end-of-semester test or a desire to finish a unit in a book.

What kind of motivation do students have? Is it always the same? We will distinguish two main categories: *extrinsic motivation*, which is concerned with factors outside the classroom, and *intrinsic motivation*, which is concerned with what takes place inside the classroom. Extrinsic motivation has two main types: *integrative* and *instrumental motivation*. Instrumental motivation describes a situation in which students believe that mastery of the target language will be instrumental in getting them a better job, position or status. The language is an instrument in their attainment of such a goal. Factors affecting intrinsic motivation: *physical conditions, method, the teacher and success*. The students' success or failure is in their own hands, but the teacher can influence the course of events in the students' favor.

INDIVIDUAL DEVELOPING MODEL (IDM) IN EFL CLASS

IDM is a teaching and learning model that aims to develop students' differences through real classroom tasks. IDM can assist teachers to discover and develop students' individual differences without having to design an individual lesson plan for every student. It explains how teachers can use information about students to help students to self-discover their specialties and represents a methodology that explains the relativity of students' self-discovery and teachers' dominancy. In IDM, students' differences form the bases from which changes can take place. These changes include task instructions, groupings and material selections. In this section, we outline four aspects of individual differences – aptitudes, motivation, personalities and learning styles and strategies.

This model contains three stages: Discovery Stage, Differentiation Stage, and Developing Stage. At the Discovery Stage, teachers first find out about students' individual differences using such methods as observation, questionnaires, assessments, information feedback, psychology tests. At the Differentiation Stage teachers continue to recognize the differences in each student. There are several differentiation methods that teachers can use: gradation of tasks, varieties of teaching aids, homogenous and mixed-ability groupings, journal writing. At the Developing Stage teachers are working towards learners' training. The aim of this stage to install a self-directed learning attitude into the students, so that they can continue to self-discover even after they have left school. The most effective ways to help teachers to further develop students' differences are autonomous learning, and learning contract (self-motivated contracts and contracts with others).

IDM and activities suggested in this paper are practical for actual classroom use. Teachers only need to put more thoughts and attention to each student in order to maximize every potential in every student.

19. TECHNIQUES OF TEACHING DIFFERENT LEARNING STYLES

Olga Beskletna

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SOME ASPECTS OF INDIVIDUAL READING TEACHING

During years of learning the English language students are accustomed to careful reading and regular usage of dictionaries. To become more autonomous in acquiring reading habits the so-called individual reading is introduced in the curriculum. The primary goal of individual reading is to achieve a general understanding of reading material. There are several reasons why this type of work is rather useful for students.

Teachers should help their students get the most out of individual reading: provide essential guidance, monitor them periodically throughout the semester.

Individual reading materials can be any material in English that is easy for students to read with overall comprehension. Starting this type of work students should know that as the result of it they will read faster and understand more. The first step for students is to select material at the appropriate language level. It is important the material to be interesting for them to read. They should simply read for general understanding and follow the general storyline. The aim of individual reading is to read books and not to struggle over every detail. Students can ignore words they do not know and still maintain a general understanding of the passage. Sometimes they can guess the meaning of words from the context and avoid using dictionaries. Stopping several times per page to look up words in the dictionary is time-consuming and what is more important it distracts students from reading for general understanding. One should use dictionaries only in the cases when not knowing the meaning of a word prevents overall understanding. To assist students, teachers should be familiar with the level of texts they are reading and the extent to which they are able to achieve general understanding. Teachers monitor their students' comprehension by incorporating individual reading activities in the classroom. Keeping a diary of their individual reading is necessary for better teachers' monitoring of this process and at the same time it will allow students to see their progress and be very motivating. Thus, teachers can help students to become fluent readers by engaging them in individual reading.

Aleksandr Chebotaryov
Pearson Education Ukraine

LANGUAGE DEVELOPMENT IN THE PRIMARY CLASSROOM

The term 'young learner' mainly refers to children from 6 to 10, though a child at 5 differs significantly from a child of 9 in their ways of acquiring and using a language. The main differences apart from individual characteristics and backgrounds lie in the level of general language awareness and social adaptability.

Younger children tend to understand situations better than they understand the language for the situations. They either pretend to understand or they understand messages in their own childlike ways that are different from older children's and especially from adults'. They use language skills before they are aware of them. They can work quite well on their own, but in groups they may feel uneasy and reluctant.

Older young children know more about the world and the language they use. Its basic elements are mainly in place. They can rely more on the language, understand it better, generalize and systematize. Their level of readiness to accept a foreign language is much higher now.

The social factors involved can display one more contradiction between having to develop a language individually and having to use it while communicating with others.

Having average children on their minds teachers have to admit the necessity of finding optimal ways to bridge the 'linguistic gap' between the two age subgroups. At the same time, there is still debate on how to approach young learners in their attempts to communicate meaningfully in a foreign language. What seems to be relevant includes various support for teacher's verbal messages, variety of activity,

organization and mode of interaction, all possible forms of support and cooperation, relating meaning to the language, prevalence of activities not exercises, the latter being the greatest challenge for primary English teachers.

Alona Diadkina

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TEACHING ENGLISH TO YOUNG LEARNERS

Teaching a foreign language to children means very delicate and special approach. Development of abilities to study foreign languages need to be started from the early childhood. It is quite vexed question as some people believe that this process can be harmful to their children. Experience of foreign researchers that exists proves that a foreign languages learning, if the teaching methods are selected appropriately, develops children and improves their educational and cultural level. Research show that foreign language has positive effect on child's memory, imagination, reason and attention. Learning foreign languages has positive effect on learning mother tongue, lots of young learners with general weak abilities showed good results in speaking a foreign language. Studies at the universities in the USA and Canada found that cognitive abilities develop better in bilingual kids than in monolingual.

There are many methods of teaching foreign languages but children are also different. You can choose any method but do not forget the following principles:

Firstly, don't make the child hate English from the very beginning, the process of education needs to be natural and thrilling. Do not even try to explain any rules to your kid, speech patterns must be introduced on subconscious level. A child will not even understand what the word 'construction' means. In this situation simple poems and songs can help where the content has no sense, the most important is rhythm and child's admiration. If a child does not understand a poem, first read it in Ukrainian and then repeat in English. Secondly, be a good actor, the result depends on your creativity, try to show everything like an actor for a kid to be able to guess what you are talking about. Do not wait for prompt result, be patient, use as much toys and games as possible. And the last, pay attention to every day interaction, children absorb the information fast but remember they forget it even faster.

Valentina Gusarenko

Kyiv National University of Technologies and Design

GENEROUS READING: DISCOVERING DIALOGIC VOICES IN WRITING

This paper describes an approach to the assessment of EAL written composition in the primary school. It draws upon related work in literacy as social practice and socio-linguistic approaches to language learning to develop an approach to writing assessment that builds upon students linguistic strengths and traces their written words to sources in the immediate context and wider world. Following Joseph Tobin this approach is described as generous reading. Generous references poststructuralist literary theory through a focus on close reading of texts using a multidisciplinary approach. Linguistic, social, and cultural diversity became an educational focus in the

United States and United Kingdom when an increased number of immigrants entered both countries in the 1960s and 70s. In recent years, the number of students entering US and UK school who speak English as an additional language (EAL) has continued to grow. Given the shared challenge of meeting the needs of diverse student populations there is opportunity for developing and sharing promising educational practices for these learners in both countries. Generous reading is based on theories of literacy as social practice and sociolinguistics. Literacy as social practice perspectives view language varieties according to the context in which they are used.

In US schools, writing is often assessed using teacher-created, holistic or analytical rubrics. Teacher-created rubrics are based on the context of a particular writing assignment and features of writing highlighted by the teacher. These rubrics consequently take many different forms. Holistic rubrics are designed by groups, such as schools, districts or states and provide a single score based upon benchmark paper sorted into levels. Teachers and student focus on a narrow range of writing features which are then assessed.

Generous reading requires particular background knowledge and discourse theory in order to analyse for voices of others. It requires some knowledge of literary devices and ongoing study of the many rhetorical and linguistic practices used in English and other languages. Generous reading is based on theories of literacy as social practice and sociolinguistics. Literacy as social practice perspectives view language varieties according to the context in which they are used.

Eliza Krukova

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TEACHING STUDENTS WITH DIFFERENT LEARNING STYLES

There exist several teaching approaches that will appeal to different profiles. Introverts find energy in the inner world of ideas, concepts, and abstractions. They can be sociable but need quietness to recharge their batteries. Introverts want to understand the world. Introverts are concentrators and reflective thinkers. Their learning mantra is: 'There is no impression without reflection or quiet thinking time. Extraverts find energy in things and people. They prefer interaction with others, and are action oriented. Extraverts are inter-actors and 'on-the-fly' thinkers. Their learning mantra is: 'There is no impression without expression or speaking. The majority of undergraduate students are extraverts. The majority of university teachers are introverts. Extraverted students learn by explaining to others. They do not know if they understand the subject until they try to explain it to themselves or other people. Extraverted students have told us that they thought they knew the material until they tried to explain it to a fellow student. Only then did they realize they had not understood the subject. Extraverted students enjoy working in groups. Introverted students want to develop frameworks that integrate or connect the subject matter. To an introvert, disconnected chunks are not knowledge, merely information. Knowledge means interconnecting material and seeing the 'big picture'. Teachers should teach their students how to chunk, or group and interconnect, knowledge. Introverted students will find it valuable. Some of us choose to rely on our five senses. Some prefer taking in information through our 'sixth' sense. Sensing people

are detail oriented, they want facts, and trust them. All they ever wanted was ‘just the facts’. Intuitive people seek out patterns and relationships among the facts they have gathered. They trust hunches and their intuition and look for the ‘big picture’. The majority of undergraduates are sensing students. Sensing students are ‘why before what’ learners. That is, teacher must get them to see the material’s relevance before actually teaching the subject matter. Sensing students learn best when they can anchor the to-be-learned material into what they already know.

Liliya Kuznetsova

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EFFECTIVE BUSINESS MESSAGE COMMUNICATION

In a well-organized message, all the information is related to a clear subject and purpose, the ideas are presented in a logical order, and all necessary information is included. Good organization is important because it makes the message more effective and simplifies the communicator’s job.

Organizing a message requires grouping ideas and deciding on the order of their presentation. Direct and indirect orders are two basic organizational approaches. With the direct approach, the main idea comes first; with the indirect approach, the main idea comes later. The indirect approach is best for people who are likely to react with skepticism or hostility to the message, but the direct approach is best in most other cases. When people communicate, they establish a relationship with the audience. The success of the relationship depends on the tone, or overall impression, that people create. Try to be both business-like and likable; try to look at the subject through the audience’s eyes. Emphasize the positive ideas.

But what is to be done with business message when people are not face-to-face with the communicator?

Oral communication gives people an opportunity to interact with the audience; written communication gives a greater opportunity to plan and control their message.

The process of preparing business the messages consists of three basic steps: planning, composing and revising. During planning phase teachers need to analyze the audience. The information is needed to decide on the content of message. Another step in the planning is to establish the main idea of the message. Written communication gives people a greater opportunity to plan and control their message.

Revision is the final step in developing effective communication. Each message should be edited for content and organization, style and readability, and mechanics and format.

Olena Melnikova

Crimean University of Humanities

ENGLISH FOR STUDENTS WITH DISABILITIES

In this report we consider some aspects of teaching English to students who suffer from the disfunction of organs of speech, who cannot see or hear well. We also tell about problems of evaluating the level of their knowledge and skills. Some

peculiarities of studying in groups where students have different physiological problems are being discussed.

Any language exists in two forms – oral speech and written speech. Teaching foreign language aims to form and develop skills of oral and written speech -reading, writing, speaking and listening. To master such skills it is important to have normal functioning of organs of speech, a good motor function of hands, see and hear well.

For students with motor disfunction of hands it is difficult to write tests and exercises. For some of them it is easier to type, so a computer can be of great help. If students cannot see well they usually find it not so easy to accept information from the board, from TV-screens and computer monitors and even to read a book.

Students who cannot hear well or who cannot hear at all have difficulties with listening and working in pairs (dialogues), mastering phonetic patterns.

We think it is reasonable to evaluate the knowledge and skills of such students in each type of activity (reading, writing, listening and speaking) separately.

At our university we teach students with different disabilities in one group. For a teacher it is rather a problem, but for students it is very useful. As a rule, in such groups students help each other gladly, their cooperation is much greater than in the groups of normal students. The result is positive both for students who help and for students who are helped. They get rid of their ‘inferiority complex’ or ‘invalid complex’ completely or partially, meet their desire for social contact. It helps them to adapt in the society, to use the knowledge of the subject and the skills of socializing in their future life.

Maryna Tsehelska

Kryvyi Rih State Pedagogical University

TRAINING TEACHERS OF ENGLISH FOR KINDERGARTENS: EXPERIENCE AND PERSPECTIVES

In February 2009 the Ministry of Education of Ukraine came to a decision to introduce English as separate subject in Ukrainian kindergartens. According to this decision English will be taught at kindergartens beginning from academic year 2009-2010. However, this innovation evokes many questions which will be discussed in the presentation. One of the main problems that arise in this sphere is training of future teachers of English for kindergartens. The English Language and Methodology Department of Kryvyi Rih State Pedagogical University has already prepared such specialists for six years and here are some of the problems we are facing:

- *Lack of appropriate text books.* In Ukraine there is still no textbook that could be used for training such specialists. We have developed a textbook for the first and second year students, but there are still a lot of ideas that could be implemented in the future;

- *Lack of the programs.* In our work we use the curriculum that was worked out in the Drahomanov Kyiv State Pedagogical University, but an all-Ukrainian curriculum seems to be of great importance.

- *Lack of materials.* The course in Methodology at our university is mainly based on the textbooks of different British publishing houses (Oxford University Press, Pearson/Longman) and selected video courses (Muzzy in Gondoland, Disney English).

The creation of a Ukrainian textbook with additional materials is necessary.

- *Lack of the kindergartens where the students could have their teaching practice* (only three in Kryvyi Rih).

All these problems make training of future kindergarten teachers of English a difficult, though a rewarding job. English Language and Methodology Department of our university has developed a number of unique courses (in Methods of Teaching English, English Literature for Small Children, etc.) that can create a basis in the future work in this field.

Nataliya Vynohradova

Chernihiv Taras Shevchenko State Pedagogical University

APPROACHES TO TEACHING STUDENTS BY CORRESPONDENCE

The correspondent form of education has always been popular in Ukraine. But if it concerns learning languages it causes certain difficulties as it demands skill formation and this process is possible to fulfill only under the condition of systematic work and control. Teaching correspondent students requires a special approach.

Firstly, it should be expressed in the particular organization of learning material which anticipates all possible problems the students may have. Moreover, effective support through the materials also involves a large amount of audio laboratory work combined with visual aids and keys. It provides the students with possibility to obtain the accuracy in phonetics, grammar, vocabulary at the initial steps and gives the feeling of success and awareness of what they are doing which is vital in the learning process.

Secondly, in independent learning contexts, the emphasis on autonomy and the acquisition of metacognitive skills must be put. Thus, on the one hand, the main task of a correspondent students' tutor is to support students with the materials on learning strategies and study skills, language awareness activities and practical guide in the development of specific language skills. On the other hand, tutors should teach them how to be autonomous and self-regulated and encourage searching for the strategies which work best for them.

Why is it so important to be autonomous learners? Because they understand the purpose of their learning program, accept responsibility for their learning, share in the setting of learning goals, take initiatives in planning and executing learning activities, and regularly review their learning and evaluate its effectiveness.

20. TECHNIQUES OF TEACHING WRITING FOR PROFESSIONAL PURPOSES

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LEGAL RESEARCH WRITING: CHALLENGES THE STUDENTS FACE

Beginning law students face a special challenge in their first legal writing efforts

as they must combine a pre-acquired skill (writing) with entirely new subject matter (law) that involves learning not just new content, but also new ways of thinking and new ways of analyzing and interpreting new forms of written material. To make things worse, some students' pre-acquired writing skills are deficient and thus another form of learning is added to challenge.

To ease students into their early legal writing projects, teachers usually provide simple models for the organization of students' first efforts. These models are useful starting points. One frequently suggested approach is the IRAC formula, which requires an organization containing the following parts in the following order: ISSUE, RULE, APPLICATION and CONCLUSION. Sometimes a 'C' is added at the beginning of the formula (CIRAC) to remind that a statement of the conclusion may be an essential starting point and an organizing principle.

Let us consider IRAC formula in detail. ISSUE: A paragraph or paragraphs stating the question to be discussed and, if necessary, explaining its background and crucial facts, and expressing a summary conclusion. RULE: A block of paragraphs stating a governing rule and discussing its origins, its variations, its rationales, and its underlying policies. APPLICATION: A block of paragraphs discussing how the rule applies to the facts of the problem, i.e. identifying how the requirements of the rule are or are not satisfied by the facts of the problem being discussed. CONCLUSIONS: A paragraph or two stating the conclusion, discussing how policies underlying the rule support the conclusion, and summarizing any weakness in the condition. Successful scholarly writing is first of all original, in that it says something about the law, no matter how modest, that has not been said before.

Second, a good scholarly piece is comprehensive – it provides sufficient background to any strictly factual or descriptive material must be meticulously correct, and the writer's analysis must be logical: well and sufficiently reasoned. Finally, a good scholarly paper is clear and readable, written in a somewhat formal style that avoids both the pompous and the colloquial.

The format of legal research writing despite its variety is surprisingly unitary. It is a basic four-part structure consisting of an introduction, a background section, an analysis section, and a conclusion. The obligatory introduction of one to several pages describes the subject matter of the comment and plainly states the author's thesis. The introduction also provides an explicit roadmap to the rest of the comment: 'Part I sets out X. Part II analyzes X and concludes Y'. After the introduction, a second section of the comment provides whatever background a law-school-educated person will need to understand the third, most important, section: the writer's original analysis of the subject-matter. A short conclusion, often less than a page in length, summarizes the writer's views; the conclusion also may suggest related issues or ramifications, inviting the reader to further reflection.

In research writing the student must know how and when to document a source, how to avoid plagiarizing a source's words or ideas and how to integrate quoted material smoothly enough. In a research paper the author draws on the work of other writers and their contributions must be documented. Documentation is required when you quote from a source, when you summarize or paraphrase a source and when you borrow facts and ideas from a source. Legal research writing is hard to cope with. Research writing requires knowledge, insight and hard work. Students must clearly

understand their purpose in writing, make use of the collected material and put all of the pieces clearly, concisely and persuasively.

Tetyana Baramykova

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TEACHING WRITING SKILLS FOR PROFESSIONAL PURPOSES

Language is a complex entity. It cannot be learnt at once. The purpose of this paper is to illustrate the importance of writing skills in teaching English.

Writing is considered by students to be the least important skill in ESP learning. Written work serves to provide students with some tangible evidence that they are making progress in the language and this can satisfy a psychological need. Writing provides variety of classroom activities and can increase the amount of language contact through work that can be assigned out of class.

Writing involves more than just producing sentences. To be able to write some texts, students must be able to write a connected series of sentences which are grammatically and logically linked. Consequently, the students are trained to be aware of how we communicate through the written form and the ways in which the language system is used to express scientific facts and concepts. Students need to be shown that any piece of writing has a communicative purpose.

Many language teachers are aware of the fact that teaching writing is more difficult than teaching other language skills. When students write in English, they do not create the text themselves, they only translate their thoughts word for word from their native language into English. The area of teaching writing in a foreign language has been rather neglected.

In order to help the students develop the ability to express themselves in writing in English, it is necessary to teach them to use their imagination in writing. In the language classroom various writing tasks are used, which help students to brush up their knowledge of the three basic elements of all writing: words, sentences, and paragraphs.

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LEXICAL APPROACH TO LANGUAGE ACQUISITION

At present more and more English language teachers are aware of the necessity to incorporate lexical ideas into their teaching and combine the concept of communicative competence with the concept of collocation competence. Understanding the phrasal nature of language teachers should create productive activities or adapt familiar classroom activities for learners to notice, record and learn language, from the materials they work with, in a way they can build their mental lexicon.

Group discussion appears to be one of the most fruitful type of productive classroom activities because it needs a fundamental preliminary preparation including extensive reading, interviewing, talking to the people concerned. Participants of the discussion, who are going to play different psychological and functional roles, have to

highlight a lot of lexical chunks to be used in the process of discussion in order to sound naturally, as usually native speakers do. The higher is the level of learners the more diverse and rich is their mental lexicon, the more it is interrelated with grammar. Advanced level learners can subconsciously take in useful language units and then consciously use them in specific situations. It is an essential role of the teacher to help students to achieve the level of good command of the English language and enable them not only to talk, but primarily by means of talking to get business done.

Olena Bychek

Chernihiv Taras Shevchenko State Pedagogical University

SOME TECHNIQUES IN TEACHING INDEPENDENT WRITING

The diversity of stories offers an interesting range of language choices. Hence it may help students use every piece of literature both as a resource and a guide for independent writing.

The first step in such an approach is teacher's annotations. They may be done through questions or commentaries concerning language patterns, story structure, literary style or art ideas. In such a way a teacher hints about the ways of framing sentences. It means to show the students that every story is a storehouse of useful sentence patterns that they can learn to take apart and reshape to fit their writing needs.

Then come such techniques as rearranging, transforming and expanding sentences. For example, while rearranging sentences students become aware of the concept of movable parts within a sentence while such linguistic activity as transforming a sentence helps students understand the function of each word. Then students gain even more flexibility in their use of language while expanding sentences. Thus they take another step in development of a personal style in writing.

As a rule these techniques are used by teachers for formation either lexical or grammatical habits but when students are proposed to write some composition they are forgotten and students are given a topic, a text-model and some plan with word combinations. However, such an approach is only the first stage in writing which lacks creative opportunities. We believe that a teacher is to go further and remember that writing is an extension of one's personality. So, once students get the notion of how to use selected sentences as language models, they can truly be on their way in writing and teachers will be amazed both by the quality and the quantity of their writing.

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WRITING IN TESL

For the last twenty years, dictation as an effective teaching device has been strongly neglected because of the approach to language learning and teaching which emphasizes the spoken languages as the model. It is the purpose of this paper to suggest some possible functions of dictated speech and to recommend these uses to teachers and students who learn languages.

We suggest that dictation is one very effective way of correcting orthographic errors. For students who have learned English sounds before going on to the writing

system, it will form the next logical step.

Dictation can be divided into several types: phonemic items, phonemic texts, and orthographic items or orthographic text dictations.

The following discussion centers around an orthographic text dictation. A text dictation is a dictation of about 100 – 150 words taken from contemporary sources that offer reasonable models of the written or spoken varieties of the language being learned. Like item dictation, the text dictation, which is usually taken from written rather than spoken sources, should be used as a learning exercise and only secondarily as a testing exercise. Its most important function is to provide drills in understanding connected speech. It may consist of a series of isolated sentences or a paragraph, a unified group of sentences. Since speech does not occur as isolated items and context can help students correct the structural difficulties he has, paragraph dictations that are self-contained contextual units are best for most drills.

The strong reason for using material not previously studied is that students must learn what they hear and what they do not hear. This can only be accomplished by making their experience of hearing the primary and first aspect of the dictation, as indeed it should be. The materials for dictations must be selected according to the students' abilities and the levels of usage and the mostly needed style. Dictations serve teachers and students variously and efficiently.

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OUTLINING AS AN EFFECTIVE SUPPORT FOR TEACHING WRITING AT ADVANCED LEVEL

The organization of the writing task and the sequencing of information at advanced level acquires primary importance. Outlining becomes a helpful mechanism in teaching writing.

Traditionally the use of outlining in writing refers to outlining practice in which a writing topic has to be thought over and discussed in a formal outline before writing begins. However, there exists an alternative approach.

The aim of outlining is to work out the most appropriate logic for assembling information and arguments. In practice some students prepare instructed set of notes which later can be reassembled more carefully and serve as a useful working outline. Other students prefer a carefully-prepared outline which serves as an important preliminary step in writing. Some other students gain most from outlining when they develop a similar outline after writing the first draft. This practice allows them to see weaknesses in the structuring and logic of the material.

Writing an outline is a skill that cannot be explained once and then immediately acquired. If a teacher wants it to become an effective support for teaching writing, it should be included in any larger writing task. The question arises: how to incorporate outlining into it? The so-called semantic maps and other forms of organized brainstorming can provide students with information on the writing topic, key-words and expressions, terminology, etc.

There are also other ways of displaying the structure and content of the material.

The students may experiment with other visual displays, for example, tables, graphs, flow charts and other figures which illustrate the logical organization of the material. Sometimes a tree-branching display may be an effective way to fill in gaps or to consolidate information. A flow chart with several branching options at different points may reflect the complexity of concepts or processes.

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USEFUL TIPS ON HOW TO WRITE EFFECTIVELY

The society we live in has changed greatly; people have become more open and ready to communicate using different means of giving/passing information. Nowadays e-mail letters, SMSs (messages), business letters, reports and proposals are very popular, and we understand the importance of writing skills development in modern community.

In real-life situation according to the balance of skills involvement writing is the skill that is used not often. The same situation is in EL Classroom. So the aim of the presentation is to focus on main aspects important for effective written communication.

First of all, we should think about purposes for writing. They obviously can be different; depending on the purpose (to inform, to thank someone, to agree or disagree with smth / smb, to entertain someone, to specify, to clarify smth, to persuade smb, etc.), the content of the writing will be different.

Another important component to take into account is audience of the writing. Creative writing presupposes addressing not only teachers but also different possible real readers of the written passages. Writing to real audience makes the task easier and more motivated. Writing letters is a good way of combining the purpose and the audience.

Thirdly, basic principles are important in writing skills development. One of them is the principle of focusing on freewriting. The point of freewriting is to write so fast that ideas can flow without comments from your inner critic. Fluent and confident writing leads to accurate and motivated writing. Another principle is focusing on the text itself. Using this approach students learn how to write a paragraph and organize information logically and clearly with a specific type of reader in mind.

The stages of writing are one more thing to think over. Students should be taught in what way to organize the writing process to get good product.

On the whole, importance of creative writing is obvious.

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STRUCTURING SENTENCES, PARAGRAPHS, AND ESSAYS FOR CLARITY AND COHERENCE

TESOL instructors engaged in content-based learning find that students are most motivated when the writing and speaking about their own specialties. But while this approach helps the students, it causes difficulty for instructors, who are faced with

evaluating essays and oral presentations in areas where they themselves have limited knowledge.

This paper suggests a solution to that difficulty, an application of part of Professor Joseph Williams' cognitively-based studies of discourse coherence. Williams argues that clarity and coherence in discourse is based on only three components.

1. The reader must be able to perceive what Williams calls a 'point' in a document's paragraphs, major sub-units, and in the document as a whole. This point incorporates both the thesis of the unit and the significance of that thesis to the broader argument made by the entire document.

2. The reader must be able to perceive an 'actor' in every sentence and every unit larger than the sentence. This actor, which may be a person, object or idea, provides both a principle of unity in the document and the vehicle through which the argument develops.

3. The reader has specific expectations about the shape of a sentence, and that these expectations should be violated infrequently and only when they increase reader comprehension.

This approach addresses a number of the key problems faced by a TEFL instructor. It allows the instructor to resolve the fundamental problems of clear argument, which are prior to any work on grammatically correct prose. It allows a new approach to sentence clarity that reduces the difficulties faced by a student learning to write in a positional language. And it clarifies the differences between written and spoken English, reducing the overuse of phrases that were learned primarily to negotiate the problems of spoken discourse.

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USE OF GRAMMAR AND VOCABULARY IN ESSAY WRITING

Before you start writing your essay there are some important things to do. One of the important things is grammar and vocabulary. A sentence is a single, complete thought. The thought may be simple, or it may be a complex thought, with several modifications and clarifications along the way.

Paragraphs are units of a text that present a complete subject or idea of a manageable size. A paragraph is not normally the same as a single sentence. And a paragraph does not normally include more than six or eight sentences because that is not manageable. To aid the reader, a paragraph will normally have a sentence either at the beginning or the end that states what the idea or subject of the paragraph will be; in this paragraph, for example, the first sentence serves this purpose.

Pronouns. Whenever you use words like *this*, *it* or *that*, make sure it is clear what the pronoun is referring to. If you do not do that, then the reader will be unable to follow your argument. Usually, the pronoun reference will not be clear in the following circumstances: (a) if the sentence containing the pronoun *that* does not immediately follow the sentence containing the idea to which *that* refers; (b) If there are several ideas to which *that* might refer; (c) If you are using several pronouns at

once (such as *that*, *it*, and *this*). Try to imagine yourself as a reader, i.e. not knowing in advance what you are writing about.

Which and *that* as connecting words. Use *that* in sentences with a final clause that is vital for the overall meaning of the sentence. Use *which* in sentences with a final clause that is not really vital, but which is just a clarifying, additional or incidental point. Be sure to answer the question completely, that is, answer all parts of the question. Now, this may seem obvious, but it is important to know what you are writing your essay on, what type of essay it is, and what your intent of the essay is.

Nataliia Sinchylna

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HOW TO BE GOOD AT ESSAY WRITING

During study all our students will inevitably encounter with writing essays which are closely connected with their research and development on the speciality and therefore require students to master a number of skills such as close reading (scanning), analysis, comparison, conciseness, clarity and exposition.

To provide the basis for a writing activity we follow two models of writing: the practical model which helps learner writers to carry out composing processes and theoretical model consisting of a system of communicative functions necessary for effective communication.

The practical model, the five stages of composing, can be viewed as a mechanism (Bhaskar, 1978) for carrying out communicative functions in written mode.

Stages of the Writing Process (help menu):

- | | | |
|--------------------------------|------------------|------------------|
| 1. Prewriting | 2. Draft writing | 3. Major editing |
| 4. Minor editing and polishing | 5. Evaluation | |

(Alessi and Trollip, 1991)

If you want your students to be successful essay writers such language skills as listening, speaking (discussion) and reading should be included in the writing class. For this purpose provide guidance throughout the writing process, describe the actions and strategies students should use to achieve their goals for writing, help them organise the ideas into main and subordinate and sequence for writing a first draft, modifying it accordingly for receiving a final product. Try to give students an opportunity to analyze each other's work during the class or to critique their work in small groups, ask them to talk about their writing in progress by reading it to each other in small groups or in pairs and revise it. If teachers make their best efforts to arouse curiosity and self-confidence of students to the writing topic and work closely with them offering useful advice and encourage them, students will take a giant step forward in writing.

Margarita Tsymbalenko, Hanna Androsuyk

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SOME GRAMMAR ASPECTS OF LEGAL WRITING

English is tacitly accepted as the world language in various areas of international activities. Likewise, legal English, the language of common law, is the language of

international commercial and legal transactions by means of contracts. Legal English is a professional language. This means that a good command of ordinary English does not automatically make a student proficient in legal English.

Legal English is the style of English used by lawyers and other legal professionals in the course of their work. It has particular relevance when applied to the drafting of written material, including: legal documents: contracts, licences etc; court pleadings: summonses, briefs, judgments etc.; laws: Acts of parliament and subordinate legislation, case reports; legal correspondence.

Legal English therefore differs from general English by a number of peculiarities of structural and semantic character, which are determined by their specificity: legal texts should serve to convey accuracy of legal rules. The main principle of writing legal documents is the so-called ‘Golden rule of interpretation’, according to which documents are drawn up orienting to the original meaning of the word if it does not lead to ambiguity or absurdity. Hence, there exists a tendency to unification of similar texts and traditional use of standard terminology repeatedly used before, which leads to complexity of the construction of legal normative acts.

One of the most characteristic peculiarities is a wide array of complex sentences with more than two subordinate clauses, which as a rule are not separated by commas. The most important components are marked graphically (for example, printed in bold, italics).

In many cases legal texts include clauses of condition, reason and result. The most typical structure of logical discourse is presented by the patterns like this, ‘If sth happens, sth/sb shall be / do’ (If, after the first meeting held for the purpose of the election, one or more seats remain to be filled, a second and, if necessary, a third meeting shall take place.) or ‘In the event / In case of sth, sth/ sb shall be / do’ (In the event of an equality of votes among the judges, the eldest judge shall have a casting vote.)

One more peculiarity is the use of archaic linking words: legal writing employs many old words and phrases that were formerly quotidian language, but today exist only in law, dating from the 1500s, for example, herein, hereto, hereby, heretofore, herewith, whereby, and wherefore. (‘I certify herewith that the above is, to the best of my knowledge and ability, a true and correct rendering of a document in the English language.’)

Examining the texts of legal documents it can be concluded that despite its tendency to accuracy and semantic abundance, such texts cannot always be easily interpreted.

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PROCESS WRITING: PEER- AND SELF-EDITING

The ‘process’ method of teaching writing puts the procedure over the product. In this workshop, the native-speaking presenters will walk participants through ‘process’ techniques focusing specifically on peer- and self-editing activities. Using a

student-oriented, process approach, the presenters will introduce teachers to ways students can develop techniques of invention, organization, and writing – and centre the workshop activities on revising and editing particularly for term papers, dissertations, job reports, research articles, grant proposals, and the like. Students need to learn to evaluate their own writing, and that of their peers, systematically and from a reader's perspective. A good writing process in the classroom begins with a good assignment. After designing an appropriate writing project, and getting students underway, the editing process takes a level of critical thinking that is difficult for many students. The presenters have developed and tested activities designed to teach teachers how to encourage students to give, receive, and use feedback, particularly peer feedback, in the writing process. Participants will also examine the methodology behind providing students several opportunities for exploratory, in-class writing and also chances for students to choose or individualize a topic. Readers, here teachers and peers, benefit from this approach also: Student-defined topics allow for greater writer engagement and creativity, providing readers with papers in different genres and on a variety of topics. For the editing process, the presenters will discuss the ways to move through multiple drafts, and give students the understanding of writing as an open process that permits writers to use later invention and re-thinking to revise their work. Teachers will also learn how to teach students to balance the advantages of relying on other students with the responsibility of editing [as a writer]. Through this workshop, teachers and their students will understand the collaborative and social aspects of the writing processes.

21. LINGUA-CULTURAL ASPECTS OF HUMAN COMMUNICATION

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TRANSLATION AS A PROCESS OF INTERCULTURAL COMMUNICATION

Intercultural communication principles guide the process of exchanging meaningful and unambiguous information across cultural boundaries, in a way that preserves mutual respect and minimizes antagonism. For these purposes, culture is a shared system of symbols, beliefs, attitudes, values, expectations, and norms of behaviour. It refers to coherent groups of people whether resident wholly or partly within state territories, or existing without residence in any particular territory. Hence, these principles may have equal relevance when a tourist seeks help, where two well-established independent corporations attempt to merge their operations, and where politicians attempt to negotiate world peace. Two factors have raised the importance of this topic:

- improvements in communication and transportation technology have made it possible for previously stable cultures to meet in unstructured situations, *e.g.* the internet opens lines of communication without mediation, while budget airlines transplant ordinary citizens into unfamiliar milieu. Experience proves that merely

crossing cultural boundaries can be considered threatening, while positive attempts to interact may provoke defensive responses. Misunderstanding may be compounded by either an exaggerated sensitivity to possible slights, or an exaggerated and over-protective fear of giving offence;

– some groups believe that the phenomenon of globalization has reduced cultural diversity and so reduced the opportunity for misunderstandings, but characterizing people as a homogeneous market is simplistic. One product or brand only appeals to the material aspirations of one self-selecting group of buyers, and its sales performance will not affect the vast multiplicity of factors that may separate the cultures.

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MULTICULTURAL EDUCATION OF STUDENTS AT UNIVERSITIES OF THE USA

Multicultural education of students is an important part of the university education system of the USA. Current pedagogical researches in the sphere of multicultural education are conducted in various directions: conceptualization of multicultural education, American diverse society studies, sociopolitical context, global context of human relations; school, university education, pedagogical education, bilingual and multilingual education, program and curriculum development.

Multicultural education of students is an integral part of professional education, aimed at mastering cultural-educational values of other cultures on the basis of the knowledge about one's own ethnocultural group, as well as all cultures interaction on the principles of mutual understanding, tolerance, dialogue and pluralism, which is the way to prevent discrimination, nationalism, racism.

The development of multicultural university education in the USA is influenced by the state and social organizations, pedagogical alliances and committees: The Holmes Group, National Association of Multicultural Education, American Council on Education, Association of American Universities, National Board for Professional Teaching Studies and others.

The main reforms of the current multicultural university education are aimed at: changing the life of students of different backgrounds and providing equal opportunities and successful learning for everybody; resisting any of the oppression demonstrations; revaluing educational practices; educating students to live and fruitfully work in dynamic and diverse society.

The system of the university education in the USA is flexible and varies in each state of the country. Multicultural education of students is aimed at multicultural curriculum transformation across disciplines that focuses on revising traditional Eurocentric curriculum content to include the representation of ethnocultural groups traditionally unrepresented in it. The following approaches to education content should be taken into account – comparative, interdisciplinary, conceptual, problem solving, humanistic, cultural.

A COUNTRY STUDIES CONFERENCE AS A MEANS OF FORMATION STUDENTS' LINGUISTIC AND CULTURAL COMPETENCE

While working with the language material foreign language teachers in one way or another use various information about the countries of the language learned.

One of the ways of its presentation is a student country studies conference, which is annually held at our University. Its subject matter may vary. But as a rule it is devoted to the problems of culture, education, sports, art, and youth pastime both in this country and abroad.

The teaching experience proves that the students are particularly interested and curious things about history, literature, theatre, cinematography, music, customs and traditions of the English-speaking countries.

At the same time teaching practice reveals that the informational level of rural school students as for different aspects of cultural life in English-speaking countries is rather poor. It happens to be so because most of the country studies texts published in English textbooks are often not vivid, they are dull, with the lack of authentic texts, pictures and illustrations in them. As a result these factors reduce students' interest in obtaining new knowledge about English-speaking countries.

Thus this kind of conference is of great value in the process of teaching English and is a source of additional motivation for students to study a foreign language.

Thanks to usage of bright interesting linguistic and cultural materials the students' reports are not overloaded with 'dry' official information. The process of mastering the language turns out to be a kind of creative activity and as a result students 'open' the country of the language learned.

To crown it all, it should be mentioned here that a conference as a method of teaching requires deep and thorough methodological organization on the teachers' part as well as serious preparation on the part of the students.

Galina Kuzenko

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LISTENING AS A RELATING SKILL OF COMMUNICATION

Listening as an essential part of the communicative process provides the aural input that serves as the basis for language acquisition and enables us to interact in spoken communication.

Listening is less about hearing than it is about understanding – and about paying deep and genuine attention to the other. Therefore, while we use our ears to hear, we rely on much more than the ears to fully understand what the speaker is communicating. We use our eyes to see what is being said, we use our mind to learn more about the message, and we use our heart to feel the emotions behind the words. This means that we must listen not only with our ears but with our eyes, mind, and heart as well. Listening is, in that sense, a multi-tasking challenge. We distinguish the following characteristics of listening: *listening is more than hearing; listening is a*

skill, which we must train; listening is important; listening is persuasive; listening is beneficial; listening benefits relationships; listening involves choice-making; listening happens within a context.

In order to avoid common listening problems we must turn attention to these suggestions: *listen actively; avoid hasty conclusions; use thinking time; listen for more than facts; listen rationally not emotionally; focus on more elements of the communication situation than just a speaker.*

To powerful listening strategies we refer: *regular listening; choosing materials at the appropriate level of difficulty; choosing materials on familiar topics; keeping listening; using background knowledge; using visual clues to help you understand; using information from the segment itself; listening for familiar elements in the segment; let your interlocutor help if you are not following what is being said; assuming that the 'here' and 'now' are relevant; learning question words; paying attention to numbers.*

Ella Mintsys

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STRUCTURAL, SEMANTIC AND PRAGMATIC PECULIARITIES OF THE LEXEME 'EYE' (BASED ON THE NOVELS BY DANIELLE STEEL)

The research deals with the analysis of the lexeme 'eye' in fiction discourse. There have been analyzed the cases of the use of the lexeme in question in the novels by Danielle Steel.

Through their eyesight human beings perceive the surrounding world and receive ninety percent of information about the environment [Stepanov: 2006]. Eyes are often called 'the mirror of the soul', 'the windows of the soul' [Radevych-Vynnytsky: 2006]. The lexeme 'eye' is used in fiction discourse for various purposes: to introduce and describe the characters, to reflect their state of mind, to present the relationships between the characters, to describe different feelings and emotions. There has been considered the combinability of the lexeme. The most frequently used patterns are: Adj (Adj) + EYES (sad amber eyes; huge eyes); N + in + her/his + EYES (sorrow in her eyes; loss in his eyes); with + EYES + filled with/ full of + N (with eyes filled with accusation; with eyes full of admiration); Adj-EYED (the girl looked wild-eyed for a moment), etc.

There have been singled out a number of conceptual metaphors with the lexeme 'eye' [Lakoff: 1990]:

- 'eyes are containers': Tears filled her eyes.
- 'eyes are weapons': Her eyes shot bullets into his.
- 'eyes are speakers': She sounded calm, but her eyes said she was anything but.
- 'eyes are source of light': Her eyes lit up like the Fourth of July.

There have been found a number of phraseological units with the lexeme 'eye': in the blink of an eye; to close his eyes to; to turn a blind eye.

The result of the research can be used in teaching the courses of Lexicology and Stylistics.

FUNDAMENTAL ASPECTS OF CROSS-CULTURAL COMPETENCE TRAINING

The global aim of a foreign language mastering is accustoming to another culture and participating in the Dialog of Cultures. This aim can be achieved by forming an ability to communicate successfully across cultures i.e. forming communicative competence of the students. A fast growing recognition of the necessity for cultural phenomena training in the course of the foreign language studies has been observed recently.

Traditionally, foreign language classes are considered to be the ground for the target culture acquaintance, accommodation and bringing closer the native speakers of the target language. Training students for cross-cultural communication should be based on the fundamental aspects: 1. Educational. 2. Emotional. 3. Behavioral.

Educational aspect is touched at the stage when the students get to know a new culture and the difference between their own culture and the target one. This information helps to rethink students' own cultural norms and the system of values, the importance of non-verbal communication in different cultures. The learner can understand, for instance, that the custom of French people to interrupt conversation and to make a reply is not a sign of impoliteness and arrogance but is typical for their style of communication. *Emotional aspect* is the aspect which deals with the emotional reactions of people who represent different cultures involved into communication. Students should be trained to understand the psychological results of failures in communication and master the ability to analyze their own experience, reactions and feelings. *Behavioral aspect* deals with people's behavior in the process of communication. This stage is thought to be the most important for cross-cultural communication training as students mostly need skills of using the knowledge they have in the target culture and, thus, they should master correct reactions in various communicative situations.

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ENGLISH CULTURE ACQUISITION THROUGH HUMOUR

English humour as well as English traditions is an integral part of the country's culture and its understanding and adequate interpretation is important for good communication. Pragmatics of humour serves the functions of social interaction, psychological relaxation, etc. The ability to appreciate humour, to accept it, and to react on humorous situations properly, to our mind, should be taught in the course of studying English and English culture.

Englishmen are said to use humour practically in all spheres of life. They tell jokes, write anecdotes and funny stories; they make comedic films and create humorous signs and notices. They make fun of everything they see, hear, taste or feel and everything that may be smiled or laughed at. Sense of humour may be called a

national feature of English character, and so is their reaction to the humouristic situations with perfect calm. The themes of the jokes are various, from family life to the social structure of society, famous people and events, features of character and the fails in behavior. Particularly silly jokes are called the Elephant or banana-skin jokes. Humour is the reaction of a person to some social situation, strength, embarrassment or ridicule, or may be just an expression of a good mood.

There are various ways for Englishmen to achieve humoristic effect. These may be a funny event or situation, a word-play, slapstick, even smut and some innuendo, irony, parody on stereotypes, bullying and sarcasm, ambiguity, absurd and nonsense implied in numerous genres. The thing is that English humour is not always expected, as it is supposed to be, for example, when listening to a fresh joke or watching a sitcom on TV. It may be quite unexpected, when the situation seems to be far from being comic. Nevertheless, Englishmen can make fun of it, and the person studying English culture should be aware of this.

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SCOUSE: THE HISTORICAL, LINGUISTIC AND CULTURAL ASPECTS

Scouse is the accent and dialect of English found in the city of Liverpool, and in some adjoining areas of Merseyside. The Scouse accent is highly distinctive and sounds wholly different from the accents used in the neighbouring regions of Cheshire and rural Lancashire. Inhabitants of Liverpool are called Liverpudlians, but are more often described by the colloquialism ‘Scouser’.

The word ‘Scouse’ was originally a variation of ‘Lobscouse’, the name of a traditional dish made of lamb stew mixed with hardtack eaten by sailors.

The roots of this accent can be traced back to the large numbers of immigrants into Liverpool in the 18 – 19th c. including those from the Isle of Man, Wales, Scotland and Ireland. The influence of these different speech patterns became apparent in Liverpool distinguishing the accent of its people from those of the neighbouring areas. It is only recently that Scouse has been treated as a dialect. The ‘Survey of English Dialects’ ignored Liverpool completely and the dialect researcher Ellis said that Liverpool had ‘no dialect proper’. For many years Liverpool was simply seen as a melting pot of different accents. But according to the leading language experts, nowadays, Scouse is going strong and far from at risk of extinction. Fritz Speigl and Phil Young, who have both written extensively on the city’s sound, have defended it in response to the gloomy predictions from Andrew Hamer, an accent and English language specialist at Liverpool University. They have declared that the Liverpool sound, although it has undergone some changes since the 50-s of the 20th c., is still thriving.

But the dialect under discussion is not merely an accent. It has its own peculiarities, both in grammar and vocabulary, worth studying. The phraseology of Scouse is unique, imaginative and witty. All this reflects the uniqueness of the community speaking Scouse, their place and role in the society.

AVOIDING CROSS-CULTURAL MISUNDERSTANDING IN ASIAN CONTEXT

Our world is shrinking, and the possibility of having multicultural student classroom here in Ukraine is much greater than before. Vietnamese community tends to extend due to establishing many Vietnamese corporations and the process of globalization. As a result, Vietnamese learners appear in the English language classrooms in Ukraine as pre-service and in-service students.

The need for scientific study of cross-cultural communication has become central in the field of applied linguistics not only for the purpose of language learning and teaching, but also for enhancing cross-cultural understanding. It is important to investigate how culture influences the realization of the speech act.

Refusals have been chosen as the topic of consideration as they take central place in everyday communication. Ukrainian teachers of English feel pretty confident with rejecting requests when it comes to Ukrainian students but it is hard to reject without risk of offending Vietnamese learners of English.

Asian people try to express *refusals* with caution and care. They employ more *statements of regret* and give variety of reasons in order to provide a rationale for the *refusal* and avoid disappointing their interlocutors. *Adjuncts to refusals-addressing term* show care and respect. Vietnamese students use the highest number of *statements of principle* when they refuse strangers.

Students perform different speech acts in different situations of social status, social distance and with reference to the gender relation between the speakers and interlocutors. Teachers' awareness of cross-cultural differences between Asian and Ukrainian nations will help to determine the key factors of the domain of intercultural communication and avoid cross-cultural misunderstanding.

Alla Spizhova

Kyiv National University of Technologies and Design

CROSS-CULTURAL COMPETENCE AS THE BASIS OF ESP LEARNING

Multi-cultural basis of the modern society is the main reason of cross-cultural competence-based education. Under the rapprochement of different cultures and world globalization processes, cross-cultural competence mastering becomes an integral part of any professional skills and experience of a qualified specialist in all spheres of human activities. In higher vocational training sector cross-cultural education is aimed at the formation of the conception about the versatile cultural changes in the world, multilevel structure of every culture, accustoming to different cultures, the formation of the faculty for cross-cultural interaction, empathy and tolerance, the ability to solve conflicts or contradiction, happening during the professional activities under cultural intersecting. Cross-cultural education based on the competence approach is aimed at cross-cultural competence formation. Cross-cultural competence is distinguished by the researches as the competence referring to

the life in multi-cultural society. More and more societies become poly-ethnic so the problems of enculturation and cross-cultural competence formation are brought to the forefront. The world experience proves integration and own cultural identity preservation to be the most successful strategy of enculturation. In this instance the only rational educational ideology is cross-cultural-based ESP learning aimed at positive attitude to different ethnical groups and free-will adaptation of social and political institutions to the needs of different cultural groups. The students must realize the consequences caused by prejudice and discrimination. It must be emphasized that the enculturation means mutual adaptation and integration of different groups-representatives within a society. Among the positive aspects of cross-cultural diversity in a society there is overactive social ability for adaptation, reasonable competitiveness necessary for a dynamically developed society, broad opportunities for versatile life choices. All those qualities can be useful under abrupt changes of living or working conditions, habitat, etc. especially from the standpoint of Bologna process and increased mobility of students and specialists.

Oksana Tarabanovska

Kharkiv National Academy of Municipal Economy

THE REFLECTION OF NATIONAL MENTALITY IN PHRASEOLOGICAL SYSTEMS OF ENGLISH AND UKRAINIAN LANGUAGES

Studying foreign languages people often face difficulties concerning translation the texts which contain phraseological units, idioms and proverbs. Mistakes in using and translation phraseological units are not always caused by misunderstanding lexical and grammatical meaning of the word. Attention should be paid to stylistic variations and sphere of usage.

Having compared phraseological units of modern English and Ukrainian languages we came to the conclusion that both languages have a lot in common.

First of all, phraseological systems of both languages reflect all spheres of human life, history, peculiarities of social and family relationships, everyday life, ethical and moral principles. Plants, animals and nature of both countries are widely presented in phraseological systems.

Speaking about sources of phraseological units we can single out three main groups: native English/Ukrainian phraseological units; borrowings from other languages, phraseological calques.

The first group is the biggest one and it includes phraseological units which reflect traditions and customs of a nation, everyday life, folk songs, fairy-tales, historical facts, terminology, national literature: *to beat the air, baker's dozen, blue stocking, a black sheep, a crooked sixpence, to be born under a lucky star, to accept the Chiltern Hundreds, the curse of Scotland, a Dutch feast, on the top of the wave.*

The second source of phraseological units is intercultural communications. It contains bibleisms, Antique Words, borrowings from French, German, Spanish, Slavic languages: *sell one's birth right for a mess of pottage; Achilles's heel; the bed of Procrustes; the thread of Ariadne; after us the deluge; the fair sex; castles of Spain; speech is silver, silence is golden; tilt at wind mills; the Knight of the Rueful*

Countenance. Both English and Ukrainian languages are rich in phraseological units which reflect national and cultural peculiarities of the nations and such lexical material may be widely used in English language at high school.

Irina Voloshchuk

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TRANSLATION OF IMAGE-BEARING PHRASEOLOGICAL UNITS

While teaching the practical translation course with students of linguistic department we faced translation difficulties caused by numerous of extra linguistic factors. For instance, the translation of phraseological units, which reflects the translator's cultural background, the history of people of the source language, their traditions and habits, peculiar way of thinking – in order to choose proper translation devices to preserve stylistic coloring of the target language. All these factors make students' translation rather difficult. On the one hand, it is not always easy to preserve the national 'flavor' in translation, on the other hand – there is always a danger of introducing national element of target language. The main task here is to find phraseological unit of TL expressing the same ideas and belonging to the same stylistic register as the original phraseological unit. Figurative set deserve special attention. Based on imagery, phraseological units serve to make the text more expressive, they are also responsible for stylistic coloring of the text. It becomes very important to find the adequate variant of translating every phraseological unit.

We advise to use four main ways to translate an image – bearing phraseological unit: 1) the image may be preserved as it is. 2) it may be partially changed, 3) it may be replaced by an utterly different image and 4) a translated version may contain no image at all.

1. They usually preserve the image of so-called international, phraseological units. Such units are based on same historical, biblical references: 'to go through the fire and water' – пройти сквозь огонь и воду.

2. It often happens that PH.U. of SL and TL express the same ideas and are based upon similar though not identical images. In such cases it is possible to ignore differences between the images 'a bird in the hand is worth two in the bush' – лучше синица в руке чем журавль в небе.

3. The complete substitution of the image does not change the general meaning of the proverb 'Too many cooks spoil the broth' is an adequate translation 'У семи нянек и дитя без глазу' in this case complete substitution of image is recommend.

4. In SL there may exist PH. U that have neither equivalents nor analogues in TL, such PH. U are translated descriptively, by free phrases which are neither phraseological nor figurative: 'a skeleton in the cupboard' – 'семейная тайна'.

In conclusion we advise to mind out for main peculiarities of these PR.U. – is there specific meaning that often cannot be deduced from the meanings of their components. It is the meaning of the whole, not of the separate words, that should be rendered in translation.

22. PRIORITIES IN TEACHING INTERPRETING AND TRANSLATION

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TEACHING PRIORITIES IN EDUCATING STUDENT INTERPRETERS

Speaking about teaching interpreting in its different modes – oral consecutive, oral simultaneous and oral whispered – we are to speak about the constituents of the professional competence in oral translation whose very important element is the ability to operate an extensive terminological vocabulary. Needless to say, it is absolutely unattainable without developed cognitive and memorization skills.

Actually, in the procedural studies of oral interpretation it is advisable to concentrate on practicing oral consecutive interpreting, since the oral whispered type may take place only in case there are no more than two listeners (which is rare), and the oral simultaneous interlanguage communication is far too straining for the classroom. From this perspective the most reasonable is to focus on memory training – firstly, because we have to deal with remembering specific field terms, and secondly, because memory factor plays a significant role in consecutive interpreting – interpreters have to memorize quite lengthy utterances.

It would be reasonable from the very beginning to bring students into awareness that they will be encountering some troubles on the way, for instance, find it problematic to remember terms from totally different scientific areas, experience difficulties when retrieving the necessary terminology, forget concepts, and thus fail in their professional domain. In the state of alertness students will begin to remember things, due to the ability of the human brain to classify information and store for the long term what is regarded as necessary for the functioning of a human.

Student interpreters should also get to know and implement other strategies to counteract the loss of information, improve their analytic abilities and master the three memorizing techniques – mechanical, logical and mnemonic – to fully shape up their professional competence. By knowing what to expect they will anticipate potential hazards and when those arise be able to overcome them at ease.

Svetlana Kolomiets, Svetlana Kulezneva, Larisa Bazhenova

National Technical University of Ukraine 'KPI'

TRANSLATION AS A PROVIDER OF MODELS OF SOCIOLOGICAL DISCOURSE IN UKRAINE

The social sciences have seen rapid growth both as academic subjects and as instruments of national development in Ukraine. The particular nature of social science terminology and discourse has presented special problems for the translator.

Sociologists writing in English see sociological language in various ways. They divided sociological vocabulary into two types: a) parametric terminology *e.g.* labeling

in situations in a given society; b) concept vocabulary – lexical items as tools to study society.

The difficulty in establishing acceptable target language sociological texts in Ukraine is caused by a number of factors. Firstly, translation of sociological texts is often translation from a no-man's land into virgin, uncharted territory. In order to translate a (sociological) concept well, the translator must know the degree to which any concept is in fact shared (and by whom), both at the time of writing and at the time of translating, and the variations of sharing-communities in each of the two languages. The translator should also be able to infer the author's perception of the degree of sharing – that is, whether or not he is aware of or willing to acknowledge the legitimacy of debate over the concept itself. Secondly, the translators themselves have often been more at ease in the source language than the target language, and, therefore, often find a formally-equivalent text.

Several of the factors mentioned above almost certainly account for the phenomenon of terminological drift. While terminologists have, since the early days of term creation, generally favoured terms derived from Ukrainians, naturalisations from English now dominate dictionaries and glossaries. Ukrainian morphology is insidiously open to naturalisation of English terms, creating a synergy of incomprehension in the transfer of sociological knowledge.

Due to all above mentioned factors Ukrainian translators of sociological texts face certain challenges.

Julia Kurova

Kharkiv National Academy of Municipal Economy

TEACHING OF TRANSLATION DIFFICULTIES IN ESP CLASSROOM

Every translation activity has one or more specific purposes and whichever they may be, the main aim of translation is to serve as a cross-cultural bilingual communication vehicle among peoples.

If we are to teach translation we should take into account the merits and nature of translation, the proficiency of students in both source and target languages, and the objectives of the translation course itself.

In teaching translation, one has to take into account several factors related to both translation and language. The techniques adopted for teaching translation should be chosen with attention to both sides of the nature of translation: first, its objective and theoretical principles and second, the subjective part which is mainly related to the student's intuition and creativity. Therefore, in order to be successful in teaching translation to students who are learning the target language along with translation, one should use a congruent method applicable to both.

It is also vital to help students to get an insight into the nature of translation and pay attention to translation theories while perfecting their translation and language skills.

Regarding the use of translation procedures and strategies, an important point is that one must constantly make choices, in each paragraph, sentence or translation unit, so as to decide which of them is the most useful for the transfer of the ideas in the text being translated. It means giving free hand to individual taste, bias, imagination, and temperament.

Translation problems may be similar, but it is impossible to devise a scientific equation that would work in the same way, every time, for each problem in all languages due to the inescapable differences among languages as well as their cultural contexts throughout the world.

Olga Nezhyva

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THE PICULIARITIES OF USAGE AND TRANSLATION OF EUPHEMISMS IN MODERN MASS-MEDIA AND SOCIOLOGY

The structure of the paper is defined in accordance with the tasks set. The Introduction proves paper's topicality, explains object, subject, aim and methods of analysis. Part I of the paper deals with the definition of euphemism and their classification according to the aims. Part II reveals the structural peculiarities of euphemisms and their functioning in the speech as well as peculiarities of translation of euphemisms in modern mass-media and sociology. The classification of euphemisms according to the purposes of their euphemisation, topics and spheres of usage, and means of creation is worked out and the common patterns of the translation are analyzed. Conclusions contain the description of the major results of the research and recommendations concerning further investigation.

In this research 960 units were used from which 729 units (76%) were taken from modern mass-media and 231 units (24%) were taken from works in sociology.

It was discovered in the process of research that the most widespread method in modern theory of translation, which is used for the translation of euphemisms in modern mass-media is compensation. In this way 293 units were translated which make up 40% of the whole amount of units. Less widespread methods are: translation by searching of equivalent – 194 units (27%), modulation – 53 units (7%) and descriptive translation – 40 units (6%). The most wide-spread topics and spheres are vices and harmful habits – 19%, in particular, alcohol- and drug-addiction, diplomacy – 15%, relations between sexes – 11%. The most fruitful methods of creation of euphemisms in modern mass-media are metaphORIZATION – 39%, descriptive periphrasis – 10%, replacement with word of broad semantics – 8%, narrowing of meaning range – 7%, minimizing of quality degree – 6%.

The features of translation of euphemisms in sublanguage of sociology were examined in the second part of the practical section.

It was discovered in the process of research that the most widespread method in modern theory of translation, which is used for the translation of euphemisms in sublanguage of sociology is descriptive translation – 12%. Less widespread methods are: modulation – 10%, word-by-word translation – 6%, and extension – 6%.

The theoretical value of the research lies in the fact that it is one of some attempts to investigate the specific features of euphemisms, reasons of their existence and means of their translation in modern mass-media and sociology.

The practical value of the paper lies in the opportunity to apply the data in the process of teaching General Linguistic Studies, Language Communication Theory, Pragma- and Sociolinguistics courses.

Thus, the conducted research give us a right to claim that during the translation of euphemisms equivalent transmission of separate units of initial language is not so necessary, the most important task is to observe the accordance of context units translation to the stylistic norms of sublanguages in which these units are used and to deliver the information to the reader.

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TRANSLATION TRAINING: WARMING-UP

Our translation training class often starts like this. The teacher hands out sheets of paper with the foreign text to be translated. The students start writing the translation immediately. If the class is computerized, we have the same, but this time with the screen and clicking. As a result it sometimes happens that the students-translators understand the main idea of the whole foreign text only on putting the full stop in the last sentence of translation.

To face this challenge we propose the technique of 'Warming-up for translation' that is used at the introductory stage of translating class. 'Warming-up' is a well-known teaching tool that when applied for translation appeared to be very helpful.

This activity contains a single worksheet. The worksheet style with lines to be filled out gives the task an easy look and makes the activity self-contained and not so much time consuming. The procedure is as follows. Before translating students receive the worksheets with clear instructions:

- skim the text;
- write 5 questions to the text;
- write the key words of the text;
- give the main idea of the text.

The last section of the activity is extremely important because students thus concentrate on general content of the text neglecting for the time being the specific information. Students often see this task as a challenge but it certainly increases their motivation.

This activity is designed to be student-centered. When students skim the text to get a general impression of it, then find key words and, finally, summarize information, they are fully immersed into the text even before they start translating. We hope the students incorporate these techniques for their future translating activity.

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TRANSLATION IN THE FOREIGN LANGUAGE CLASSROOM

A special classroom use of the native language (L1) is the translation of foreign language (L2) texts into the LI, a procedure that has been neglected, possibly because of its association with the old Grammar Translation Method. However, current research reveals that contemporary translation activities have little to do with the method, which occurred in a non-interactive teacher-centred classroom with few

activities aside from the translation of difficult, non-relevant, and often boring texts. Indicating the lack of correspondence between L1 and L2 forms can enhance understanding of the language being learned. It is a natural linguistic phenomenon for a learner to display positive and negative language transfer of the LI through interlanguage, and translation offers one way to highlight these similarities and differences. Translation can also be used as a productive means to learn new L2 vocabulary. And translation can draw the teachers' attention to the words and structures that need to be practiced. For something different, we propose the use of L1 to L2 translation as a guided writing exercise for beginners, using process approach activities such as writing practice, dictionary work, and peer-correction opportunities. There are many other activities to use with translation that successfully raise consciousness about the L2. As with other theoretically sound methods, the following principles support the use of translation for L2 acquisition: 1) translation uses authentic materials. Students respond to relevant materials from the real world, and with translation teachers have an opportunity to select the most appropriate types of texts; 2) translation is interactive. Translation does not have to be a solitary activity; 3) translation is learner-centred. The learner-centred classroom is essential to effective teaching; 4) translation promotes learner autonomy.

For these reasons and more, translation is now considered an acceptable procedure for the Communicative Approach to language teaching.

23. EDUCATION AND LANGUAGE TEACHING

Valentina Lukyanenko

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DISTANCE LEARNING OF FOREIGN LANGUAGES IN UKRAINE: PRESENT SITUATION, PROBLEMS AND PERSPECTIVES

Implementation of information technologies has become one of the most important directions in improvement and modernization of education. Distance learning of foreign languages is becoming popular in Ukraine as it has many advantages: reduction of cost; availability of course regardless of location and time of the day; individual rhythm of studying; ability of learning material in different sequence.

Most of higher educational institutions in Ukraine have developments in distant courses design and corresponding technical, methodological and stuff supplying. Ukrainian Center of Distance learning in NTUU 'KPI' provides students with a wide range of distance courses including business English, grammar and ESP. The courses are being tested in experimental groups.

Nevertheless, there are still some problems in providing distance education to the vast masses of population. Among them are low capacity of internet in some regions of Ukraine, especially in rural areas; lack of qualified teachers in this field; difficulties in identification of students during the exams; problems with students' motivation and self-discipline. Moreover, distance learning does not give students the opportunity to

work at oral communication skills. Students in distance learning courses do not get the practice of verbal interaction with professors and other students.

Taking into consideration the present situation, we determine the main tasks of distance learning development in Ukraine: creation of national and regional subsystems of education and corresponding telecommunication networks with internet access; development and certification of new distance courses; staff training.

Liliana Montoya

Aspaen Gimnasio Iragua

BILINGUALISM IN COLOMBIA

Colombia, a Latin American country which is implementing its National Bilingualism program has developed different strategies to accomplish this goal.

Colombian educational Institutions have included English in their curriculums in order to emphasize on students' performance among diverse spheres in our society.

Within this framework, policies have been created to support the study of the language in the country.

The Colombian Ministry of Education considers that providing citizens with another language, they will be able to improve quality of life and in this way a better future for our people.

The necessity to have an International standard and criteria of assessment, The Common European Framework is taken into account due to the fact that confers solid basis into the process.

Many strategies have been developed such as immersion programs, content-based instruction etc, not only in Schools but also Universities where English has become a decisive issue in a Colombian professional life.

So, English is the target language any Colombian person has in mind when thinking in another language, currently, job interviews are done in this language challenging professionals to see beyond their native language and visualizing them as citizens of a globalized world.

Nina Naumenko

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ABOUT LOVE, SEX AND OTHER THINGS TAKEN IN A SERIOUS WAY

According to the UN current statistics, about 60 % young families in developed countries divorce, about 70 % young couples cannot give birth to a child, about 50 % children are mentally handicapped to some extent, and there are practically no completely healthy children. Why do people, males in particular, live so little? This presentation is an attempt to identify some reasons causing these problems and explain them from different points of view.

The Woman whose main vital function is reproducing people on the earth initially carries a huge amount of power exceptionally necessary for conception, bearing and birth of a new life. Being involved in random sexual relations, giving her energy away to parasitic representatives of the opposite sex seeking for pleasure and

entertainment, a woman wastes that sacred energy originally destined for reproduction of healthy and mentally developed posterity. This leads to childlessness, miscarriages, birth of unhealthy children with either physical, or mental disabilities.

The same is true with men. Man's sperm is the seeds of vital energy, strength, future life, and eternity. Unconsciously wasting it in frequent chance sexual acts males lose that vital power destroying both themselves, and women.

There is an astonishing mutual dependence between intellectual development and sexual experience. It is expressed as '8' where the upper part implies the intellectual supply whereas the lower one is the sexual sphere. The size of the upper and lower halves are totally personal and can easily be changed depending on the priority of values of an individual. Since people's vital, or psychical energy is single and cannot be divided into sexual or mental, waste of this energy in the sexual sphere accordingly reduces its volume in the intellectual area. Energy is proved not to disappear. Like the invisible energy making a computer or a cell telephone work, the seducing energy of sex without love involves more and more males and females in seduction leading to waste of this vital energy, intellect, to diseases, depressions and early death. Immoral TV and video, drugs, alcohol and tobacco add to the corruptive impact on people making them insensible, hardhearted, unfeeling because of reduction of their thin functions (feelings and emotions) resulting in roughness of life.

Olha Nazarenko

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SYLLABUS DESIGN IN ESP TEACHING

For many teachers syllabus designing is a real challenge, since 'developing new materials and activities requires time and a clear sense of why they will be used, how, and by whom' (Richards, 2006: 26).

As one of the fundamental questions for language teaching is what language is to be taught, needs analysis can help course developers identify course content that is truly relevant to the learners. ESP researchers state that ESP is an approach to language teaching which aims to meet the needs of particular learners, this means in practice that much of the work done by ESP teachers is concerned with designing appropriate courses for various groups of learners (Hutchinson & Waters, 2006:21).

In the frame of this approach learners are expected to use English within academic, or professional environments, and a key feature of ESP course design is that the syllabus is based on an analysis of the students' needs. As the syllabus is based on needs, it is to be motivating for learners. As students in ESP classes often have restricted time to learn English, it makes sense to teach them only the bits of English they need (Basturkmen, 2006:18). This requires us to collect different types of data for analysis including: course outline, statements of aims and objectives; interviews with teacher-course developers; instructional materials, lesson observations and different forms of assessment.

The main challenge we encountered was gathering the perspectives of all the parties such as the learners, institutions and teachers, and integrating into the design all the elements needed to make the teaching process effective giving one class per

week. Thus the task of the ESP course developer is to identify the needs of the learner and design a course around them.

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2. Hutchinson, T. & Waters, A. (1987, 2006) *English for Specific Purposes*, p.21, p.53. Cambridge: Cambridge University press.
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SOME PROBLEMS OF TEACHING ENGLISH IN UKRAINE

The growing interest to the English language has led to emergence of a great variety of English teaching methods, books and other resources. It seems that such a great variety of recourses must simplify the process of teaching. Moreover, technological advancement has become a focus of today's society. It is very rare to find anyone who lacks a computer, and an access to Internet made it possible to get detailed information in every sphere. The field of the English language teaching is not the exception.

On the other hand, let us consider consequences of such globalization. One of the problems a teacher of English in a higher education establishment in Ukraine faces nowadays is how to choose the best course for teaching. In the former Soviet Union there were few books and the approaches to teaching English at schools were approximately the same. Therefore, first-year students were more or less equally prepared. Nowadays the English knowledge levels of young students are so different (because their schools have absolutely different programs of teaching foreign languages) that a teacher of English must make a concerted effort to adopt the program to motley student groups. Secondly, a teacher must try to broaden students' outlook telling them about peculiarities of culture, traditions of English speaking countries etc. Cultural diffusion leads to development good relationship between Ukraine and these countries. But nowadays it seems that many people, especially the youth, are trying to blindly imitate the foreign ways of life losing interest to their origins and native traditions. For example, lots of English meaningless phrases are written on T-shirts, trousers and so on.

That is why a teacher should struggle with such expanding ignorance simultaneously showing the beauty of the target language and developing students' interest to the English language.

Michael Sullivan

Peace Corps / Volyn' Oblast Teacher Training Institute

WORLD ENGLISHES IN A UKRAINIAN CLASSROOM: BEYOND 'AMERICAN AND BRITISH VARIANTS'

This is a proposal for a short session that describes my experience teaching about World Englishes to fourth-year students at Luts'k Pedagogical College.

It is well-known that a majority of English-language communication is conducted amongst non-native speakers, without the involvement of native English speakers. The global spread of English and various colonial processes have given rise to many different varieties of English, often called World Englishes in sociolinguistic literature. In the opinion of many sociologists of language, it is no longer sufficient for English language learners and teachers to focus exclusively on American or British native-speaker standards.

In my graduate TESOL training, much attention was given to the diversity, desirability, and challenges of World Englishes. The concept was convincing for me, but I had serious difficulty finding solid or detailed information about the pedagogical implications of World Englishes. When I decided to teach this topic, I found that there are very few ready-made resources, materials, examples or guidelines available to those who want to teach about World Englishes. So, I created my own lessons compiled from various online sources.

My short session will describe a pair of lessons I conducted with fourth-year students in the context of a semester-long course in American country studies. The lessons introduced students to Kachru's theory of 'inner, outer, and expanding circles', as well as recorded samples of Englishes from Iraq, Nigeria, Korea, India, and Jamaica. Students applied active listening skills to accents they had never heard before, and conducted a language-planning role play, in which they debated different proposals for dealing with World Englishes in the context of Ukrainian education.

The students showed strong interest and applied thoughtful analysis to this topic. Although these lessons only represent a beginning point, I would like to share the lessons and their implications with other teachers, as well as elicit ideas for extending and deepening this topic in the future.

Kateryna Uryvalkina

Nizhyn Agrotechnical Institute

AMERICAN EDUCATION BY UKRAINIAN EDUCATOR'S EYES

Americans have shown a great concern for education since early colonial times. The first settlers, in fact, included an unusually high proportion of educated people. In the Massachusetts Bay colony in the early 1600s, as the British historian Rowse has pointed out, 'there was an average of one university man to every 40 or 50 families – much higher than in Old England'. From 1640s on, Massachusetts required all towns with more than 50 families to provide a schoolmaster at public expense.

Americans pay much attention to education nowadays and I saw it everywhere visiting the USA as a finalist of 'Open World' – 2008 program. Our group visited educational establishments of different levels in a small town of Roseburg (State of Oregon). A lot of things impressed me in this trip but there are two significant features of American education which give it its present character: its size, and its great variety at all levels.

The United States does not have a national system of education. Education is considered to be a matter for the people of each state. Although there is a federal Department of Education, but its function is merely to gather information, to advise,

and to help finance certain educational programs but not to control. Very often we heard such saying that in America ‘education is a national concern, a state responsibility, and a local function’. As a result, each of the 50 states is free to determine its own system for its public schools.

In January 2002, the ‘No Child Left Behind’ Act was signed by G. Bush. The act contains the four basic education reforms principles: 1 – stronger accountability for results; 2 – local control and flexibility; 3 – expanded options for parents; 4 – an emphasis on effective and proven teaching methods. In sum, this law – in partnership with parents, communities, school leadership and classroom teachers seeks to ensure that every child in America receives a great education and that no child is left behind.

Natalia Zhdanova

Donetsk Institute of IRMA

Volodymyr Usykov

Donetsk M. Tugan-Baranovsky National University of Economics and Trade

TARGET TO QUALITY ASSURANCE WITHIN EUROPEAN AND UKRAINIAN HEIs

Among the targets set by the E.U. in the field of Higher Education the issues of quality assurance and quality assessment occupy rather important place. The following was envisaged to be the objectives:

1. The Council of the European Union recommends to Member States that they establish transparent quality assessment and quality assurance systems in the field of higher education.

2. The aim is to safeguard and improve the quality of higher education while taking due account of national conditions, the European dimension and international requirements.

The systems of quality assessment and quality assurance must be based on the following principles:

- autonomy and independence of the bodies responsible for quality assessment and quality assurance;
- relating evaluation procedures to the way institutions see themselves;
- internal (self-reflective) and external (experts’ appraisals) assessment;
- involvement of all the players (teaching staff, administrators, students, alumni, social partners, professional associations, inclusion of foreign experts);
- publication of evaluation reports.

4. The Council recommends to Member States that they ensure that follow-up measures are taken at national or regional level in order to enable higher education institutions to implement their plans for improving quality and for integrating graduates into the labor market more effectively.

5. The Member States are also recommended to ensure that high priority is given by public authorities and by the management of higher education institutions to continuous exchange of experience with other Member States and with international organization’s active in this field.

6. The Council also recommends to Member States that they should promote cooperation between the authorities responsible for evaluating quality in higher

education and encourage their networking. This cooperation should concern:

- exchange of information and experience;
- fulfilling requests for expertise and advice from the authorities in the Member States and promotion of contacts with international experts;
- support for higher education institutes in the different countries which wish to cooperate.

But here the question arises what to assess in HE? Should we assess ‘teacher performance’ or ‘students’ performance’ and also what is the amount of priority to be assigned to traditional lectures, especially in view of the new problems facing HE and the uncertainty of the job prospects for graduates in the future.

Over nearly three decades we have observed at first hand that academics in the UK and Ukraine have a great deal in common. Above all they are sincere and want to perform well in their jobs, including their teaching roles, even when teaching is apparently less valued and less rewarded than other aspects of academic work. Some wish, others fear, to be seen and assessed in their teaching performance, while in the US institutional assessment of teaching via student questionnaires is no standard practice. In all cases individual academics would without question like to have or to build a self-image of performing well in the essential task of teaching.

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